

DOCUMENT RESUME

ED 029 133

VT 008 274

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Professional Development Project for Two-Year College Vocational and Technical Faculty.

State Univ. of New York, Buffalo. Dept. of Higher Education.

Spons Agency-New York State Education Dept., Albany.

Pub Date 68

Grant-68-2-72; 69-2-131

Note-153p.

EDRS Price MF-\$0.75 HC-\$7.75

Descriptors-Administrative Organization, Beginning Teachers, College Students, *Community Colleges, *Models, Participant Satisfaction, Pilot Projects, Program Evaluation, Teacher Attitudes, Teacher Evaluation, *Teacher Orientation, Teacher Role, *Teacher Workshops, *Technical Education, Vocational Education

Identifiers-New York

The objective of this project was to develop a model designed to expose the new community college faculty member to the essential components of community college teaching. Specifically the objectives were (1) to aid an individual to be aware of himself as a teacher and as a participant in the 2-year college environment as well as in the larger community, (2) to identify the various roles of faculty members, and (3) to ease the transition of the individual from his former work role to the role of the faculty member in a community college. The content of the model was developed around these three general areas of concern, and was generated by utilizing both recently employed 2-year faculty and veteran faculty as consultants. They assumed major responsibility for the focus and specificity of the content. It is characteristic of this model that while the content is structured and was identified by consensus, the technique by which content is to be presented is left to the discretion of the individual leader. (CH)

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C.I.

Professional Development Project for Two-Year College

Vocational and Technical Faculty

FORMAT DESCRIPTION AND EVALUATION:

AN ORIENTATION MODEL



VT008274

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Project Director

M. Frances Kelly
Principal Investigator

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PROFESSIONAL DEVELOPMENT PROJECT FOR TWO-YEAR
COLLEGE VOCATIONAL & TECHNICAL FACULTY

Grant # 68-2-72
and
69-2-131

Program Director, Pauline F. Hunter
Principal Investigator, M. Frances ²Kelly
Administrative Assistant, Charles W. Ford

September 1, 1967 - November 30, 1968

The project reported herein was conducted
pursuant to a grant from the State Education
Department under the Vocational Education Act.
Grantees undertaking such projects under
Government sponsorship are encouraged to
express freely their professional judgment of
the conduct of the project.

(3) +
Department of Higher Education
3 State University of New York at Buffalo,
Buffalo, New York 14214

FORWARD

This document is the culmination of the effort of one-hundred and nine faculty members from thirty-five two-year institutions in New York State to assist new colleagues in two-year colleges. The content of the model resulted from faculty discussions at five regional critique conferences held throughout the state between September 1967 and May 1968. The pilot orientation institute of August 1968 involved an additional thirty-five faculty from twenty-four institutions who are teaching in a two-year college for the first time in the Fall of 1968.

The Professional Development Project is a reflection of the concerns of many people. It also demonstrates a way in which one institution can function for the other parts of a system. An effort of this magnitude would not have been made without the encouragement of Dr. Pauline F. Hunter of the Department of Higher Education, State University of New York at Buffalo and Vice-Chancellor S. V. Martorana of the State University's Central Staff. The project advisory council included four two-year college presidents as well as chief administrators from public and private four-year institutions. The council was a consistent and dependable resource, challenging the typically myopic view of individuals from one educational setting. But it was the faculty participants who brought the wisdom of their experience into focus as they developed the content of the model.

It is not realistic to expect two-year colleges to take the time to gather data from a broad distribution of faculty, or to develop an orientation program on a trial basis. Most campuses have to accomplish major programs in a very short time. So we are grateful to the State Education Department, the Department of Higher Education at the State University of New York at Buffalo and funds provided by the Vocational Education Act of 1963.

It is our wish that the descriptions of the model, herein presented, and the evaluations of this model, by participants and leaders, will stimulate other colleges to build on what we have learned. But no set of papers bound between two covers can transmit the experience of faculty and administrators involved in this undertaking, nor can this document truly reflect their awareness of questions not completely answered and yet their enthusiasm to perform as professionals.

Frances Kelly
Department of Higher Education
State University of New York
at Buffalo
December 1968

ACKNOWLEDGEMENT

We happily acknowledge the role of two individuals in this project. Mr. Charles Ford, presently a member of the faculty at Erie County Technical Institute, served as an assistant during the summer period and coordinated interminable detail with proper cool and efficiency.

Special thanks is also reserved for the project secretary, Mrs. Lucille Peterson, without whom we certainly could not have completed this project nor met our responsibility.

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WHY ORIENTATION?

The discovery or knowledge of where an institution is and where it is going, either literally in space and time, or figuratively in relation to the confusion caused by its rapid growth, is a puzzling problem that faces the community college.

The community college, because of its tremendous growth over a period of twenty years, needs to clarify its position in the educational world. It is an institution which must be sure that its people; sure that faculty, counselors and administrators, understand the multiplicity of problems with which they must work. The community college needs to make clear its unique position in the educational world; its relationship to the high school, to other colleges and the university. It needs to examine what its goals are as well as clarify the means by which the goals will be reached.

One way of clarifying issues about the institution to its constituency is through the process of orientation. The cognitive aspect of understanding the situation, be it one in which a faculty member is looking for self-insight or one in which an institution is looking for understanding, consists chiefly in knowing the situation.

Yearly, the two-year colleges add many programs to their curriculums; programs which are intended to be integral parts of the total education offered by the college. Yearly, or by the semester, they initiate new programs which are adjuncts to the curriculum; ancillary, short term projects, which may or may not serve an educational function. All of these additions compound the picture of junior college education and present obstacles to administrators as they attempt to interpret the aims of the institution to their college's personnel or to others.

Orientation, then, involves more than informing the person where the library is located or how to fill in his W-2 form. Orientation involves an affective as well as a cognitive aspect. A teacher, new to the community college, welcomes an insight that will help him invest his feelings positively toward the college and relate the situation to his own goals. If he understands what the college is attempting to do, and how it is attempting to do it, his chances of survival and the chances of his student's survival are increased. Thus, competent orientation of new faculty affects the life and vitality of the institution as a whole.

BACKGROUND OF THE PROJECT

In the Fall of 1966, the Project Director, in conversation with the Vice-Chancellor's Office for Two-Year Colleges in Albany, New York, attempted to identify problems that face community colleges in New York State. The problems were many. Among those discussed it appeared that one of the most pressing was the need for orientation of new faculty; an orientation which generally included areas of concern to all two-year colleges and not problems indigenous to local situations.

It was the conviction of the Project Director that the state university units have some responsibility to the two-year colleges in the system of higher education in New York State.

A feasibility study, conducted in the Spring of 1967 by the Principal Investigator, supported the premise that community colleges might profit from a general orientation, unrelated to the local program of orientation. This study was encouraged and supported by the Department of Higher Education at the State University Center at Buffalo under the chairmanship of G. Lester Anderson.

The Principal Investigator then wrote a proposal: The Professional Development Project for Vocational and Technical Two-Year College Faculty. This proposal was approved and funded under the Vocational Education Act of 1963 pursuant to a grant from the State Education Department.

The Principal Investigator then formed an Advisory Council of two-year college administrators, private and public, members of the Department of Higher Education, State University of New York at Buffalo, and representatives of the State Education Department.

The Advisory Council, at its first meeting, agreed to the plan, with modifications, that the investigator proposed. It was decided to hold a series of Critique Conferences at two-year colleges, strategically located throughout the State. The location of the conferences was planned to allow all the colleges within a driving radius of the host college to attend.

At the first meeting of the Advisory Council, the council urged that only faculty members of two-year colleges be allowed to attend the conferences, reasoning that such people would be more critical and candid about the positive and negative aspects of orientation. It was agreed that three faculty members from each participating college attend the Critique Conferences; two of those selected to attend would be new faculty members with only one or two years experience in the college and the third attendee would be a "veteran" faculty member with at least four years experience in two-year college teaching. The presidents and deans of the colleges were to be responsible for selecting the participants.

The purpose of the Critique Conferences was to allow community college faculty members to identify, discuss and to make decisions about areas and problems they felt were important for new faculty in the colleges.

As a result of these conferences, areas were identified and questions raised which were to help form the framework of the orientation model. The end result was the preparation of a model for orientation which would be applicable for all two-year colleges. The ideas and questions that were raised during the Critique Conferences were to be tested at a three day session in the late summer of 1968 with newly recruited teachers in both community and agricultural and technical colleges.

The results of this fifteen month project constitute the main body of the report. The theoretical aspects of orientation, the model's structure and resultant evaluation is openly presented with the confidence that it has relevance to the continued professionalization of two-year college staffing.

PART I

Description of Model

THE ORIENTATION MODEL

The project attempted to expose the new community college faculty member to the essential components of community college teaching. The model was to be the result of their discussion, planning, interaction, critical consideration and thoughtful analysis.

A. Objectives of the Orientation

1. Aid an individual to be aware of himself as a teacher and as a participant in the two-year college environment as well as in the larger community.
2. Identify the various roles of faculty members.
3. Ease the transition of the individual from his former work role to the role of a faculty member in a community college.

It was agreed that these objectives came from the critique conferences, and if they are sound objectives, the questions derived, if answered, would form a framework for the model.

FOCUS ON THE NEW INSTRUCTORS SELF-AWARENESS

Objective I

Aid an individual to be aware of himself as a teacher and as a participant in the two-year college environment as well as in the larger community.

Question:

1. Should the two-year college teacher have an awareness of his capacities and talents, an understanding and acceptance of himself?

Observation

IF SO, AN ORIENTATION SESSION ON HIS ROLE IN THE COMMUNITY COLLEGE SHOULD INCREASE HIS SELF-AWARENESS AS A TEACHER.

Question:

2. Should the socialization of the new faculty member to the institutional setting include a discussion of community college teaching as an occupational career?

Question:

3. Should the community college teacher know who his colleagues are and from what occupations they come?

Question:

4. Should the community college teacher understand why he and his colleagues chose two-year college teaching as a career?

Observation

IF SO, AN ORIENTATION SESSION ON TWO-YEAR COLLEGE TEACHING AS A CAREER SHOULD ENHANCE HIS SENSITIVITY TO THE NEED TO CREATE A PROFESSION OF COMMUNITY COLLEGE TEACHING.

Question:

5. Should all faculty understand the need for self-evaluation and an objective evaluation of their work in relation to their personal goals.

Observation

IF SO, AN ORIENTATION SESSION DEVOTED TO EVALUATION OF THE FACULTY MEMBER IN RELATION TO HIS POSITION AS A FACULTY MEMBER WOULD BE DESIRABLE.

FOCUS ON THE ROLE OF FACULTY MEMBER IN RELATION TO STUDENTS, COLLEAGUES AND THE COMMUNITY

Objective II

Identifying the various roles of the two-year college faculty with a focus on teaching.

Question:

1. Should the community college faculty member realize the importance of promoting interaction between teacher and student and among students?

Question:

2. Should the faculty member be appraised of the student personnel he is working with - drop outs, career, transfer revolving door, para-professional and others?

Question:

3. Should the faculty member be provided with accurate and relevant information on the nature of the student body?

Question:

4. Should the community college teacher know that a personal interaction between student and teacher does take place, and that he should understand his role as an advisor and recognize his abilities and limitations in this role?

Question:

5. Should the community college faculty member realize that he should take part in the governance of his institution?

Question:

6. Should the community college teacher realize and understand his function in the community.

Observation

IF SO, AN ORIENTATION SESSION ON THE VARIOUS ROLES OF THE COMMUNITY COLLEGE FACULTY MEMBER SHOULD STRENGTHEN HIS SELF-CONCEPT AND HASTEN HIS ADJUSTMENT TO HIS NEW ROLE.

FOCUS ON THE TWO-YEAR COLLEGE AS A PLACE OF WORK

Objective III

Ease the transition of the individual from his former work role to the role of a faculty member in a community college.

Question:

1. Should the two-year college faculty member make an easier adjustment to the college if he understands the nature and function of two-year college education?

Question:

2. Should the community college faculty member understand the community college law and the community college state organization in the state in which he works?

Question:

3. Should the community college faculty member understand the concept of "true" comprehensiveness and "partial" attempts at comprehensiveness which exists in many state systems?

Question:

4. Should the community college teacher be made aware of the nature and function of private community college education?

Observation

IF SO, AN ORIENTATION DISCUSSION ON THE PLACE OF COMMUNITY COLLEGE EDUCATION IN THE 50 STATES WOULD AID THE NEW FACULTY MEMBER IN HIS UNDERSTANDING OF THE IMPORTANCE OF COMMUNITY COLLEGE EDUCATION AND OF THE CONTRIBUTION HE MIGHT MAKE TO THE MANY PROBLEMS THAT THE CONCEPT OF COMMUNITY COLLEGE EDUCATION IS CONFRONTED WITH IN THE UNITED STATES.

CONTENT OF THE MODEL

Three general areas emerged as the content of the orientation model was developed.

- I. The Role of the Faculty Member
- II. The Two-Year College as an Institution
- III. The Student in the Two-Year College

While much discussion at the critique conferences seemed to center of faculty role, the two-year college as an institution received a higher priority of concern at several meetings. This content is delineated by major area in the next section. The actual presentations from the pilot orientation institute complete the description of the model's content.



CONTENT OF THE MODEL

THE ROLE OF THE FACULTY MEMBER IN A TWO-YEAR INSTITUTION

Premise

New faculty members should realize the scope and breadth of teaching in a two-year institution; that it includes not only extensive class preparation, but advisement, committee responsibility and work with colleagues. It may also mean participation on a community level.

Discussion is needed on the problems and issues new faculty will have to face.

Much can be done to instill professional behavior among colleagues and promote the identification of two-year college teaching as a career.

Questions to be Examined

1. What is the image or status of the junior college instructor?
SEE PRESENTATION 1
2. What are the specific duties and responsibilities of faculty in the classroom?
SEE PRESENTATION 2

3. What are the specific duties and responsibilities of faculty beyond the classroom?
SEE PRESENTATION 4
4. What is the "Power Structure" of the two-year college? (both formal and informal)
 - a. What are the specific roles of various persons in the college organization?
 - b. How much do faculty members participate in policy making?
 - c. What is the role of faculty in curriculum decisions?
 - d. What is expected of the faculty member as a committee member?
 SEE PRESENTATION 17, PRESENTATION 18 and PRESENTATION 19
5. How does the administration view the faculty member and does this jibe with how the faculty member views himself?
 - a. What are some of the procedures for faculty evaluation?
 - b. What is the role of peers in promotion policy?
 SEE PRESENTATION 1, PRESENTATION 17 and PRESENTATION 18
6. How are faculty evaluated? Is the new instructor aware of his school's criteria for promotion?
SEE PRESENTATION 21
7. What are some of the guidelines for professional behavior of the faculty, particularly when faculty comment on their colleagues in front of students?
SEE PRESENTATION 20

Communication in the Classroom Questions to be Examined

1. What are some techniques which are helpful when meeting a class or the first time? ie. seating arrangements, class cards, books, assignments, course outline.
SEE PRESENTATION 3
2. In what ways can an instructor's occupational and/or academic experience be instrumental in his teaching? What methods besides the lecture are suitable for classroom presentation?
SEE PRESENTATION 5
3. How do you cope with the following in class problems: inattention, arguing, lack of response, and personality clashes, and student fatigue?
SEE PRESENTATION 2, PRESENTATION 3 and PRESENTATION 15

4. To what extent does the open-door policy affect the classroom situation?
SEE PRESENTATION 9, PRESENTATION 11, PRESENTATION 12
5. How can students be motivated to do course assignments and to participate in class?
SEE PRESENTATION 15
6. Should the teacher differentiate between transfer and career students in the same course?
SEE PRESENTATION 11 and PRESENTATION 15

Premises for Testing

The community college and the agricultural and technical college should be innovative in its evaluation of students in transfer and career programs.

A philosophy of testing, grading and evaluation must be covered during an orientation program. There is little evidence to indicate that new faculty have any experience in this area or that they realize the effect of those tests they do give.

That if grading is different from career and transfer students - the criteria should be made known.

Career and transfer programs can co-exist but there must be realistic standards.

Testing Questions to be Examined

1. What is the college's policy regarding the grading of students?
What is the rationale for various marking systems?
2. Should grading be different for career and transfer students, for day and evening students taking the same course?
3. To what extent should training in evaluation and testing be provided new faculty?
4. What are the purposes of tests?
5. How valid are classroom tests?
6. What should determine a grade mark?
7. How are cuts from classes handled in different two-year colleges?
SEE PRESENTATION 16

Premises for Academic Guidance

A new faculty member who advised students should know: about other institutions and their programs, the differences between emotional and academic problems, the medical and professional services available on their own campus and in the community.

During their first year of two-year college teaching, new instructors should have very limited guidance responsibilities.

Faculty members should have an opportunity to contribute in other school activities than advisement. Some faculty are not able to perform this role well.

Student guidance in non-academic areas is the proper role of the Dean of Students office. Sufficient staff should be available for this purpose. At the same time, it is very difficult to separate non-academic guidance from personal guidance.

Academic Guidance Questions to be Examined

1. Should new faculty be expected to perform guidance roles other than giving educational or vocational advice?
2. What are realistic guidance responsibilities for new faculty members in respect to the student?
3. What is the difference between guidance and counseling?
SEE PRESENTATION 11

THE TWO-YEAR COLLEGE AS AN INSTITUTION

Premise:

It is meaningful for faculty to understand the history and development of two-year colleges in their state as this relates to either a master plan, a law, or the national picture of increased educational activity.

It can be recognized that there are differences in both character and focus from one college to another throughout a system. Variations in commitment are possible as long as each institution meets the needs of its own constituency.

Orientation to the college as an institution includes both desired goals and the reality of what is being accomplished.

Questions to be Examined

1. Is the two-year institution really unique?
SEE PRESENTATION 6
2. What is the philosophy(s) of two-year college(s) in New York State?
 - a. Do all two-year colleges in the state have the same functions?
 - b. Are all two-year colleges going to be comprehensive?
 - c. Can a two-year college be all things to all students?SEE PRESENTATION 7, PRESENTATION 8 and PRESENTATION 10
3. How is the state system set up?
 - a. To what extent is each college able to determine its own purposes?
 - b. To what extent is each college not able to determine its own purposes?SEE PRESENTATION 8 and PRESENTATION 10
4. What do we mean by the open-door policy?
 - a. What is the rationale for this policy? Is it justifiable?
 - b. To what extent is the policy implemented or variously interpreted?
 - c. Does the revolving door cost more than it is worth?SEE PRESENTATION 9 and PRESENTATION 10

THE STUDENT IN THE TWO-YEAR COLLEGE

Premise:

All available information on two-year college students, either in an individual college or in a region should be available to the new faculty member.

If the two-year college student is, as research suggests, different in certain ways; then this should be elaborated. Explanations following this have many ramifications for the role of the faculty member.

One may need to question the assumption that most students can make a career decision at the time they enter the junior/community college.

Questions to be Examined

1. What is the range of ability of the students in the two-year college?
SEE PRESENTATION 11 and PRESENTATION 15
2. What types of students can you expect to find in your class, ie. the older student, the drop-in, etc.
 - a. Are we justified in thinking that there is an ability gap between transfer and career students?
SEE PRESENTATION 14 and PRESENTATION 15
3. What is the high school background of the two-year college student in both the transfer and the career program? Need socio-economic data too.
SEE PRESENTATION 12 and PRESENTATION 13
4. If there is a difference in program - does this mean a difference in students?
5. What can we expect of the student in terms of his study habits? How much time can we expect students to spend on study when the average student spends 20-30 hours in the classroom (including lab time) and a 15 hours work experience?
SEE PRESENTATION 15
6. How do transfer students' later performance compare with those of four-year college students and to what colleges do they gain access.
SEE PRESENTATION 12 and PRESENTATION 13

7. How does a new instructor cope with the problems of students who work after school and evenings? How much can you expect or should you expect related to goals?
SEE PRESENTATION 15

8. What kinds of remedial programs are there offered to students who have real difficulty being students? And, how do you get students to take these programs?
SEE PRESENTATION 11 and PRESENTATION 13

CHARACTERISTICS OF THE MODEL

Time

1. The format was designed so as to be presented within a three day period. Actual institute time included two and one-half days.
First day - all day - evening free
Second day - morning free - sessions began at 12:30 P.M.
and extended until 10:00 P.M.
Third day - morning only

Content

1. The content was generated by utilizing both recently employed two-year faculty and veteran faculty as consultants. They assumed major responsibility for the focus and specificity of the content.
2. Focus was on three areas: the role of the faculty member, the college as an institution, and the two-year college student.
3. While much of the content, relative to faculty role and the nature of the student was rather specific in nature, discussion of the two-year college as an institution was based upon the philosophical intent of the Community College Law in New York State.
4. The content was not developed to supplant any single institution's need for some degree of local orientation to its particular environment; rather the intent was to circumvent the one-campus view by exposing the new faculty member to some of the broader implications of his role.

Procedure for Implementing Content

1. It was a characteristic of this model that while the content was structured and identified by consensus, the technique by which the content was to be presented was left to the discretion of the individual leader. No constraints were placed upon any leader concerning how he was to present material.
2. How individuals presented content was expected to be a function of a) their own style as experienced in teaching, b) their value system of rating material, and c) to some extent the impact of their exposure to the discussions of their leader - colleagues, particularly at the Presession for Leaders held prior to the institute.
3. The team of leaders were divided into three committees; each concentrating on one topic area. They met twice as a staff, before the pilot institute but were encouraged to communicate among themselves prior to the institute.

Leaders

1. The majority of leaders were identified through the critique conferences. Faculty were asked to suggest individuals whom they felt competent as leaders in various areas.
2. The greatest proportion of orientation leadership was the responsibility of experienced two-year college faculty (including a counseling psychologist currently employed by a two-year institution). Three college administrators and one university specialist completed the orientation leadership team.
3. No limitation was placed upon the selection of leaders according to discipline, rank, or division.

THE PRESENTATIONS

The presentations are in the words of the leaders, but in those cases in which it was necessary to paraphrase the leaders' statements, copies of the presentation were sent to the leader and verified by him.

ORIENTATION INSTITUTE FORMAT

Monroe Community College
Rochester, New York
August 18-21, 1968

SUNDAY August 18, 1968

5:00 P.M. Registration - Towne House Motor Inn

MONDAY August 19, 1968

8:15 - 8:30 WELCOME/INTRODUCTORY REMARKS - - - - - Pauline Hunter
8:30 - 8:50 OVERVIEW OF PROGRAM - - - - - Frances Kelly
8:50 - 9:30 "THE INSTRUCTOR, Who is he?" - - - - - Allen Candee
8:30 - 10:50 "THE INSTRUCTOR, How does he function?"- - -
- Duties in Classroom - - - - - Ralph Dille
- Classroom Techniques - - - - - Tony Krzywicki
- Out-of-class Duties - - - - - Tony Krzywicki
10:50 - 11:00 COFFEE BREAK
11:00 - 12:00 "THE REAL WORLD" - - - - - Leonard Zweig
WRAP-UP - - - - - Allen Candee
12:30 - 1:30 LUNCH
1:30 - 4:30 "THE JUNIOR COLLEGE AS AN INSTITUTION"
-National Perspective - - - - - Jim Walsh
-State Perspective - - - - - Clement Herman
Steve Crane
-Admissions, Policies & Implication- - - Robert Kochersberger
4:30 WRAP-UP - - - - - Alfred O'Connell

TUESDAY August 20, 1968

Morning FREE TIME
12:00 - 1:00 LUNCH (At Motel)

TUESDAY August 20, 1968 (Cont'd)

1:15 - 2:15 GUIDANCE AND COUNSELING IN THE
TWO-YEAR COLLEGE - - - - - Jearl Blankenship

2:15 - 4:00 THE JUNIOR COLLEGE STUDENT:
A CLOSER LOOK - - - - - Al Smeriglio
(moderator)
(Roslyn Benamy, Norm Shea, Bob Tillman)

4:00 - 4:45 PHILOSOPHY OF TESTING - - - - - Ralph Dille

4:45 - 5:00 WRAP-UP - - - - - Al Smeriglio

5:15 - 6:45 DINNER (Motel)

7:00 - 9:30 ORGANIZATION OF TWO-YEAR COLLEGES
-Power Structure and Decision Making-
Administrator View - - - - - David Huntington
Faculty View - - - - - Royal Steubing

9:30 - 10:00 WRAP-UP - - - - - Clement Herman

WEDNESDAY August 21, 1968

9:00 - 9:55 EXPECTATION FOR FACULTY
-Professional Behavior - - - - - Bill Baker
-Faculty Evaluation - - - - - Royal Steubing

9:55 - 10:05 COFFEE BREAK

10:05 - 11:30 EXPECTATION FOR STUDENTS
-Student Panel - - - - - Norm Shea
(moderator)

11:30 - 12:30 WRAP-UP DISCUSSION

12:30 - 1:00 EVALUATION PROCEDURE - - - - - Frances Kelly

INSTITUTE ENDS

GENERAL TOPIC: THE TWO-YEAR COLLEGE FACULTY MEMBER

SPECIFIC AREA: The Instructor: Who is he?

METHOD OF PRESENTATION: Lecturer

LEADER: Mr. Allen Candee

Allen Candee is an assistant professor in the Business Department at Kingsborough Community College. He holds an M.A. Degree from New York University. He has taught for four years in the two-year institution. He serves on the student life and faculty committee and is area coordinator of business, economics and retailing at his institution. He intends to remain in teaching because it offers him the opportunity to innovate.

CONTENT:

One of the first questions I asked myself about this topic when I began to seriously consider it was - in whose eyes?

- 1) Was it a question of how the instructor looked at himself?
- 2) Was it a question of how the administration, as well as the community, looked at the instructor?
- 3) Was it a question of how other faculty members looked at him?
- 4) Was it a question of how the students looked at the instructor?

As you know, complex questions are not easy to answer. For example, take the first part. "How does the instructor look at his own image or status."

If he's a brand new teacher coming directly from industry, he may be flattered that the college thinks enough of his background to employ his special brand of expertise. Additionally, whether in blissful ignorance or genuinely so, he may feel that the job does carry prestige with it. He may also feel somewhat like the legendary "Chirkendoose" of children's fairy tales --- part chicken --- part turkey --- and part goose. In other words, he may not yet have discovered his self-identity and therefore, approaches his job with a mixture of fear and trepidation - never being quite sure as to what this new found image is.

Is the instructor's image or status any different if he comes directly from graduate school? The answer is, probably not. As a matter of fact, he may even feel more insecure and uncertain of himself simply because he doesn't have any prior background anywhere. At least the man from industry has his tried and proven expertise to

give him confidence.

And what about the image of the former secondary school teacher who is now beginning his college teaching career? Here, I think, his soul is definitely uplifted simply because he feels that the grass is greener in all respects once he gets beyond the high school level. He, at least, approaches his new job with a great deal more insight into the world of education than his other colleagues. Initially, his image of himself will be enhanced. Only time and experience will show that other variables exist which might change his initial reaction.

A second aspect of this multi-faceted question is, "What is the image or status of the junior college instructor in the eyes of the administration and the community?"

One of the answers to this may be in the way in which administration looks upon itself in relation to the community it serves. In order to project a strong educational service commitment to the eyes and mind of the community, a rigorous selection of staff will be made so that their ideals will be upheld. Consequently, the faculty member's status is increased merely because he becomes an extension of their own institutional personality.

The longer the college has been in existence, the more refined will be the faculty recruitment and selection. Therefore, the junior college instructor who has passed through a rather formidable battery of interviews will take pride in his selection knowing that the administration critically evaluated him.

Is the reverse true? Does it follow that if the college has been in existence only a short time (which in turn would affect their view of the instructor's image) that their standards are any more exacting?

Ideally, the answer is no. However, the realities of life intrude. Such factors as availability of large numbers of qualified personnel, geographic location, pay scales, and existing college reputation may force many an administrator to compromise.

Would this then mean that because the administration is (of necessity) limited in its choice, that the image of the newly employed faculty member is correspondingly lessened?

I frankly do not know the answer to this question--- but, taking a positive approach, the very fact that the college is new should represent a challenge to him -- and challenge, rather than posing a problem, should represent an opportunity. Thus, if both instructor and administration take this viewpoint, his self-esteem is increased. Indeed, if the administration failed to get this viewpoint across to all new personnel, they would be remiss in their responsibilities.

Does the answer to this question change any if we talk about junior or community colleges located in major metropolitan areas, ie. New York City as against suburban or rural areas within the state?

Theoretically, no. Actually, yes. In a small community, the Board of Trustees and the Executive Administration of the college are an integral part of that community -- they live in it, they work in it, they play in it, and they pray in it. Their every action is closely scrutinized and reported by the various media of communication. As a result, the instructor more closely reflects their attitudes and philosophies. In short, he is their alter-ego.

To look at the other side of this coin, a large city such as New York is quite different from any of its rural or urban counterparts. The faculty recruitment and selection process here varies from those of the more outlying colleges. As can be imagined, the availability of large numbers of qualified personnel is more evident. While there is no doubt that the City Community Colleges are every bit as involved and committed in their community relationships as their outlying brethren. Their choice of a prospective candidate has many criteria involved in the final selection.

Basically, the community colleges are primarily interested in an applicant's educational and technical background as well as his potential to be a good teacher. His relationship to the immediate community in which he teaches may not be as totally relevant as his counterpart elsewhere simply because of sheer population size. However, while he may choose to be very much involved in city community life as it relates to the administration's attitudes and philosophies, there is a modicum of discretion left to him should he desire anonymity.

The City Community Colleges are under the legal administration of the Board of Higher Education of the City of New York. The board is a rather remote governing body to the new (and oft-time) the old faculty member. His integration with them is not nearly as complete as his non-urban counterpart. He is not their alter-ego in the same sense as his rural colleague. Due to this, his status is more accurately based on his new-found relationships with his immediate administrative superiors than it is otherwise. His alter-ego varies in that it is not as closely identified with administration as it would be in a smaller community. Which type of position he prefers can only be determined by his own personal needs and desires.

In addition to the aforementioned analysis, I believe that there is yet another way in which the administration can assist the faculty member in achieving greater self-esteem. The assignment of a comprehensive set of functions to administration does not preclude the exercise of effective influence by the faculty, new and old. Clearly the faculty should have wide discretion in the conduct of its professional activities.

Academic freedom is not a shibboleth to protect the eccentric or the unorthodox. Among other things, it is a requirement for high-level intellectual performance. The governance of institutions of higher education (included among which are the two-year colleges) cannot and should not adhere to the traditional management concepts of employee-employer relationships. Instead, the system of governance should allow for the enlargement of personal freedom, so vital in attaining maximum scholarly achievement.

To be sure, every organization requires some policy and standardized procedures. In every institution there are a variety of decisions to be made: courses and curriculum must be developed, classes must be staffed and standards of performance must be established for administration, faculty and students. "Ad hoc" decisions on every issue are undesirable and impossible; policies and standardized rules are necessary and inevitable. The faculty, however, can still bring substantial competence to the formulation of standards and procedures. Indeed, it would be foolhardy to deny or ignore the potential contribution of the faculty to the decision-making process.

If the administration enjoys an advantage derived from its broad perspective on the overall operations, the faculty should command respect because of its special understanding of the fundamental activities of the institution. The special knowledge and competence of the faculty can make a constructive contribution to a variety of issues. The content of curricula and particular courses should reflect the professional judgment of the faculty. The faculty can help to assess the relative contribution that a new library or laboratory will make to the performance of the institution. From its unique vantage point, the faculty can predict the probable outcome in admissions policy on classroom instruction. The opinions of the faculty will rarely be unanimous because particular policies will have a variable impact on teaching in different parts of the institution. The anticipated lack of unanimity, however, makes it all the more important that the administration consult or share authority with the faculty in major policy areas.

This, of course, does not mean that it is possible for authority to be shared equally between the faculty and the administration on all issues. On some issues, such as grades and particular course content, faculty views should prevail. On other issues, such as those associated with the business management of the institution, the administration should be pre-eminent. However, on a wide range of educational and economic questions, decision-making should be a joint process.

It is my personal opinion that this concept of shared authority will probably do more than anything else to guarantee the image or status of the instructor within his own eyes, those of his colleagues, and yes, even in the eyes of the administration.

Now let's take a look at the question of how other faculty members look at him -- and we'll have to break this down into his colleagues at two-year institutions vs. those at four year institutions. I sincerely doubt whether his image will suffer any in the eyes of his immediate peers. However, how does a Cadillac look at a Ford? Perhaps I'm being a bit facetious here and possibly over-simplifying - yet one cannot quite ignore the occasional aspersions cast upon us by members of the four-year institutions upon being informed of one's current place of employment. Why should this be? Possibly it is a throwback to the idea that two-year college institutions are nothing more than high school extensions. As a matter of fact, if I remember correctly, there was an article in the May 1968 issue of the Junior College Journal which dealt with the problems confronting the Board members of a brand new community college being established in the state of Illinois. After a rather lengthy discussion of the many factors involved, the article went on to point out the pros and cons of the selection of a name for this two year college. What is particularly noteworthy is the fact that when the name was finally agreed upon, there was no reference to its being either a junior or community college. Instead, they chose the name of "Illinois Central College." Was image or status involved? It certainly gives one food for thought, doesn't it?

My viewpoint concerning this, is a more positive one. It is my strong and sincere conviction that the junior or community college plays an extremely important part in the life of any community in which it is involved. There is no question that we are there not only to give large numbers of students an opportunity for an education which would otherwise be denied them -- but, to serve the cultural and vocational interests of the community as well. From this vantage, the new instructor should take pride that his position as an educator enables him to serve all concerned.

The nature of his product is higher education since all institutions of higher education are dedicated to the discovery and communication of knowledge. Now, what about the image or status of the junior college instructor in the eyes of his students.

In order to answer this, much depends upon the kind of rapport established, individual personality factors, and, of course, how he conducts himself in and out of the classroom. The eyes and minds of the students are for the most part clear and sharp. They have an uncanny knack for evaluating and dissecting the instructor and coming to conclusions about him which are amazingly perceptive. They know which instructors are sincere, they know those who are dedicated, they know those who are helpful, but do not for one minute delude yourself into thinking that they do not know those who are insincere and who couldn't care less about them or their welfare. Faculty members gain reputations among students in various ways. Some are easy markers, some are lax, some come in unprepared -- the majority are doing a fine job by being demanding, by arousing in students a desire to learn, to know more and more. Many are classified as "strict but fair" -- certainly it is also evident that many students reflect the instructor's image or them.

If an instructor is sarcastic, pokes fun at his students' lack of knowledge, or in any way demeans his pupils, then they too will follow his footsteps in reverse. There is no question that an instructor must set an example to his students -- by his intellectual capacity and his ability to impart what he knows -- by his awareness of his surroundings, by his understanding of human nature and by the esteem in which he holds himself and his students. As the Bible says, "As ye sow, so shall ye reap."

There is no doubt that the junior college instructor has many images - but it should be remembered that we are all members of a profession - the most important profession of all. It is we who send forth the future lawyers, doctors, accountants, engineers, etc. They become the braintrust of our great Nation. It is we who launch them - and all too often we tarnish our own image by forgetting this all important factor. Our performance on a daily basis, the attitude we bring with us into the classroom, what we require of ourselves in putting forth high intellectual performance, are all factors in determining our image.

To be certain, how we are regarded by administration, community, faculty, and students is of great import -- but our own self-regard is of greatest importance in determining our own image. Perhaps it can be summed up in a slightly different way. There is no actual self-esteem without personal integrity. Let us enhance it by exercising the personal autonomy necessary for maximum intellectual freedom.

In relating our role to the two basic concepts of higher education we can only regard our image as a most satisfactory one. For whether we relate to the first, the human resources approach, as a means to improve the economic status of individuals and to promote economic growth for society as a whole, or the second, the liberal education approach which sees the purpose of higher education as the development of a critical intelligence which is applied to all aspects of individual and social behavior. We must resolve to market our product in the most effective ways possible. If we do, our image cannot help but be enhanced.

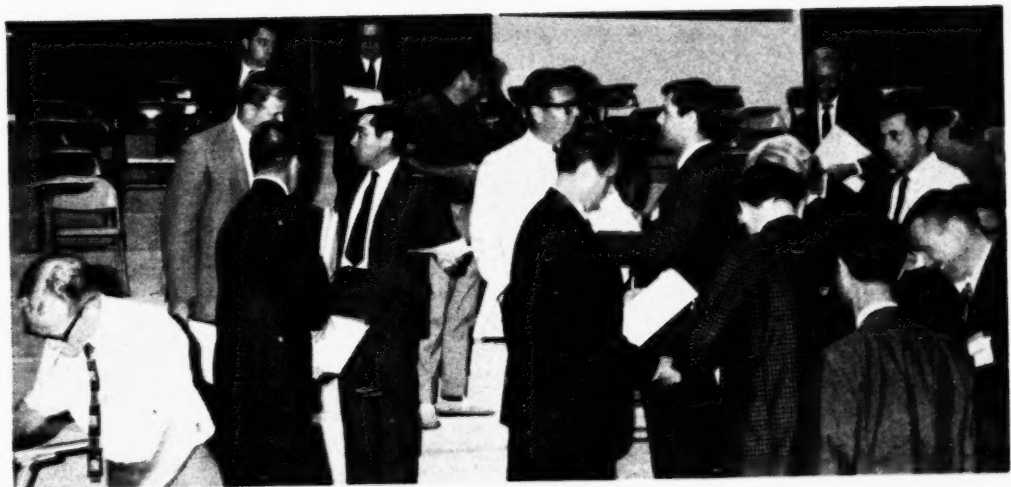
EVALUATION BY LEADER

Professor Candee was quite satisfied with the response to his lecture. He did suggest, however, that 20 minutes would have been sufficient time for the topic. He added that information on the power structure within a two-year college should have been included in his remarks. Because these points would be relevant to a discussion of the status of the instructor, he would recommend that they be elaborated upon in a future presentation.

He sensed that the use of graphs via an overhead projector would have served to illustrate certain points. He would recommend the technique of challenging a group on certain aspects to invite their immediate participation.

COMMENTS BY THE LEADER

Many individuals commented about my statement concerning the sensitivity of the two-year college faculty member to the feelings of condescension reflected by four-year college faculty. He added that he felt he was participating in a very worthwhile project and that a definite need existed for just what was being accomplished.



GENERAL TOPIC: THE INSTRUCTOR: WHO IS HE?
SPECIFIC AREA: Duties of Instructor in the Classroom
METHOD OF PRESENTATION: Informal Lecture
LEADER: Mr. Ralph Dille

Ralph Dille is an Associate Professor of English at the Agricultural and Technical College, Alfred, New York. He also serves as Director of International Education and Foreign Student Advisor. He holds a Master's Degree from Bowling Green University. Mr. Dille has taught in both the high school and the four-year college. He is particularly pleased that his institution attempts to make education available to all young people, and he prefers the two year college.

CONTENT:

A major point listed by Mr. Dille was that the teacher should set an example of behavior for his students. At the same time, he should assist them in developing attitudes about the subject matter. He can do this in four ways: 1) by his use and application of subject material, 2) by the tone and atmosphere of the classroom, 3) by demonstrating his own interest in the subject matter and 4) by encouraging the interest of his students.

The instructor represents the institution to his students. In this respect, the instructor should support the philosophy of the particular college in which he is teaching. As a professional, he must be ready to evaluate his own teaching performance. There are many ways in which an alert instructor can evaluate himself through his students. Mr. Dille suggests that a faculty member use a variety of teaching techniques and that he attempt to create a feeling of immediate relevance for the subject material by the student.

Mr. Dille discussed means of control in the classroom and the need for adequate equipment, facilities, and organization to assure both the comfort and safety of students. He noted that the major villains of good teaching are lethargy, timidity, and isolation. He pointed out that the teacher who is bored produces bored students. His major emphasis seemed to be on the attitudes of the instructor himself. This may be as important as mastery of subject matter. Ralph Dille wants the instructor to be critical of himself and to be ready for self-improvement. Following his presentation, the group discussed specific guidelines for classroom organization.

SOME GROUND RULES FOR THE TEACHER:*

1. Go early to your assignment.
2. Have materials ready (You may have to shell-out some of your own money).
3. Don't be late, and be ready.
4. Keep an orderly house.
5. Establish a specific routine -- not inflexible. If it doesn't work, change it.
6. If directions are given orally, try to illustrate by use of graphic or physical means.
7. Select areas for presentation which are accessible to all -- perhaps you will have to do the thing two or three times.
8. Keep house!
9. Be your best critic, but keep it to yourself.
10. Really plan your class hours. Write it down before class and be ready to modify it for subsequent hours.
11. Accuracy.

EVALUATION BY LEADER

Mr. Dille had mixed feelings about the reception of his presentation on the teacher's role in the classroom. He felt that the early portion was well received but that the latter portion was not. He concluded that he should have used visual aids. In this case cartoons might have been most appropriate. Fifteen to twenty minutes seemed adequate time for the area. The presentation elicited discussion on the part of the group. Several participants carried on discussion with him at the coffee break and at lunch, following.

COMMENTS BY LEADER

"I am glad that another staffer followed -- he added material and filled in gaps omitted by me."

*Adapted from Mary W. Muldoon, *LEARNING TO TEACH*, New York: Harper and Brothers, 1958.

GENERAL TOPIC: THE INSTRUCTOR: HOW DOES HE FUNCTION

SPECIFIC AREA: Classroom Techniques

METHOD OF PRESENTATION: Informal lecture with use of visual aids

LEADER: Mr. Anthony A. Krzywicki

Anthony Krzywicki is a professor of Business Administration at Dutchess Community College. He is department chairman and serves as a member of several college committees. His Master's Degree is from Teachers College, Columbia University. Mr. Krzywicki has taught in the two-year college for ten years. Prior to that, he taught at Bucknell University for eight years. Like most of the other leaders, he believes that two-year college teaching presents great challenges.

CONTENT:

Anthony Krzywicki's approach was informal and he showed the group that it is important for the instructor to identify himself properly before his students. He stressed that the personality of the instructor is an important variable in communicating subject matter to the student and suggested that the homogeneous grouping of the students in the two-year college calls for a great strength in teaching.

Professor Krzywicki felt that a course outline should be used, but that it needs to be revised periodically. He pointed out that textbooks should be supplemented continuously by the teacher and that the instructor's own notes need to be continually brought up to date or revised. Using the personality of the teacher as a major focus, Mr. Krzywicki continued to affirm that the teacher use that teaching method which is most compatible with his personality. In addition, he insisted that the instructor make a real effort to know the students. Techniques for establishing student-teacher support were a final part of his presentation.

EVALUATION BY LEADER

Mr. Krzywicki was pleased with his presentation, but would have liked more audience reaction.

He was satisfied with the length of time given the topic, and felt that the technique used (an informal, casual discussion) was appropriate. He believed, however, that most participants hesitated to respond because it was an early session.

COMMENTS BY LEADER

I felt that the questions and comments that were made at informal sessions away from the institute were very valuable.

GENERAL TOPIC: THE INSTRUCTOR: HOW DOES HE FUNCTION?

SPECIFIC AREA: Out of Class Duties

METHOD OF PRESENTATION: Informal lecture

LEADER: Mr. Anthony A. Krzywicki

CONTENT:

Mr. Krzywicki listed several areas in which the instructor must operate outside the classroom. One area is that of preparing for testing. It is the responsibility of the community college teacher to test early and frequently. It is important that evaluation of students' achievement not be delayed until it is too late for the student to make a satisfactory recovery.

In order to facilitate the effectiveness of tests, the instructor must return them promptly and go over them. This involves many extra hours of work. Mr. Krzywicki noted that it is the responsibility of the new faculty member to keep abreast of current literature in his field. In this respect he may pursue graduate study, attend professional meetings or possibly do some research and writing. A third out of class activity noted as important by Mr. Krzywicki, related to the advisement of students. It is typically required that new faculty members have a number of advisees. For this reason they need to keep regular posted office hours. A fourth activity noted by Mr. Krzywicki was that of extra-curricular duties. He mentioned faculty meetings, committee meetings, membership on advisory boards, community activities, student club activities, and etc. He stressed that each of these area are important to the total functioning of the junior college faculty member.



GENERAL TOPIC: THE INSTRUCTOR

SPECIFIC AREA: The Real World

METHOD OF PRESENTATION: Informal chat with participants using some illustration on the overhead projector. An attempt was made to involve the audience's feelings and thought in relation to the subject matter by an attitude scale.

LEADER: Mr. Leonard Zweig

Leonard Zweig has recently come to the State University of New York at Buffalo as Director of Special Communications Projects. He holds the rank of Lecturer in the Sociology Department and the Speech Communications Department. His Master's Degree is from Harvard University. He has taught previously at Washington University in St. Louis and was prior to this, editor of Trans-action Magazine.

CONTENT:

Mr. Zweig began his discussion by establishing two premises: (1) that students are different now, (2) that college is where the action is. He stressed that teaching must be relevant to what is going on outside the college -- what students consider to be the real world. One of the teacher's greatest strengths is his past and continuing real world experience. It is a mistake, he stressed, for instructors with business and industrial experience to leave this out of the classroom and to rely on textbooks or an academic framework.

A new instructor should admit what he doesn't know and in fact state the he certainly doesn't know it all. Secondly, he may invite outside speakers as specialists to bring their particular expertise into his classroom. Thirdly, he can refute the theory versus practice dichotomy by introducing elements of diversity and controversy into his classroom. Fourthly, the instructor can serve as a model to his students by demonstrating that he is continuing to learn too; that he is attempting to keep up with his field. The new instructor can stimulate rapport with his students by demonstrating that what they know and what they read is important to him. A good teacher needs to see a variety of people, get a variety of opinions and bring this to his teaching in the classroom. He concluded by stating that what one has learned outside the classroom is perhaps his greatest entry asset and this, in fact, is what will help him relate teaching to what is going on in the real world.

EVALUATION BY LEADER

Mr. Zweig considered his presentation to be all right. He enjoyed it and recognized some response. But he acknowledged that early in a program participants are generally less responsive than later. He would modify his presentation by including a few specific anecdotal examples of points made. He felt that the length of time (about 40 minutes) was sufficient for the topic. He would recommend to anyone utilizing this same area that a set of slides could appropriately illustrate points of prime interest. He noted some excited faces and some bored faces, but most participants were attentive, and that a singular burst of applause and intensive questioning during lunch indicated adequate response.

COMMENTS BY LEADER

No community college experience - This made me a little unsure of applicabilities but I decided recent entry into university teaching gave me some relevance - and I meant those things I said. Also, previous speaker seemed pat and rote - somewhat rigid. That made me want to loosen things up a little.



GENERAL TOPIC: THE JUNIOR COLLEGE AS AN INSTITUTION

SPECIFIC AREA: National Perspective

METHOD OF PRESENTATION: Lecture

LEADER: Dr. James Walsh

James P. Walsh is vice-president of Academic Affairs at Monroe County Community College. He holds an Ed.D. Degree from the University of Southern California. His previous teaching experience occurred in the four-year institution.

CONTENT:

Dr. Walsh gave a history of the development of two-year institutions in the United States, explaining the ways in which different two-year institutions are structured. He specifically elaborated on the west coast or California model and community college district organization. He noted that there is no one model showing how a two-year college should be organized. He discussed the concept of taxation as a form of support and noted that the level of legal control determines the autonomy of the institution.

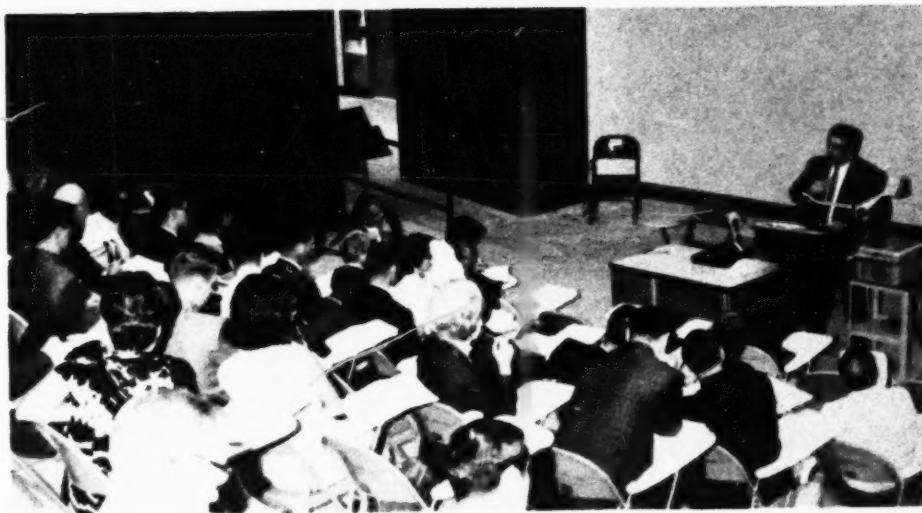
EVALUATION BY LEADER

Dr. Walsh rated the reception of his presentation as 'very well'. He felt that the length of time given to this topic was sufficient (approximately 30 minutes). There were many visible evidences that participants followed his presentation. His major criticism of his own part in the format was that much of what he presented should have been reduced to audio-visual transparencies for overhead projectors. He suggests that one taking this topic hand out typical types of state organizational structures.

COMMENT BY LEADER

Many of the participants assumed that the New York State Community College System was a replication of that existing in other states. Several remarked to me that they were surprised at my references to California and Minnesota; others assumed that transfer and career programs, because of the practice in their own states, required distinct separation within the community college organizational structure.

Unfortunately, at the time of the Institute, I was plagued with many minor urgencies on the opening of a new and incomplete campus - still under construction. Had the Institute been held on Monroe Community College's campus a year later, it might have been more successful. I believe, too, that an institute would gain by being held when the host college is actually in the formal session. This obviously presents logistic problems but some of these might be met if the institute were held late in the spring prior to initial employment.



GENERAL TOPIC: THE JUNIOR COLLEGE AS AN INSTITUTION

SPECIFIC AREA: State Perspective

METHOD OF PRESENTATION: Informal Lecture

LEADER: Mr. Clement Herman

Mr. Herman is a Professor in the Division of Engineering Science and Technology at Suffolk Community College in Selden, Long Island. He holds a Master's Degree from Teachers College, Columbia and has taught for 20 years. Part of his teaching experience has been in the high school and in the Marine Corps.

CONTENT:

Professor Herman discussed the interface of technical and liberal arts programs as they exist in New York State. He indicated that his experiences had led him to the conclusion that he would prefer to operate technical programs in technical institutes. However, his initial suspicion that liberal arts in a comprehensive community college would destroy technical programs has been only half true, and the negative pressures are compensated by some advantages in greater flexibility and breadth of program. Well prepared students are able to take higher level courses. His concluding remarks were aimed at persuading technical faculties to make greater efforts to educate humanists in the different demands of vocational training.

EVALUATION BY LEADER

Mr. Herman was not too pleased with his presentation. He considered that it was received "adequately." He commented that the timing of the session was partly the problem. (evening session)

He firmly recommended that a straight group discussion would have been more appropriate.

GENERAL TOPIC: THE JUNIOR COLLEGE AS AN INSTITUTION

SPECIFIC AREA: State Perspective

METHOD OF PRESENTATION: The leader used two overhead plates to show the structure of education in New York State. His presentation was then supplemented by a lecture. Questions were raised from the floor.

LEADER: Mr. Steve Crane

Steve Crane is an assistant professor in the Department of History at the Agricultural and Technical College at Canton, New York. He has a Master's Degree from Arizona State University and has taught previously in a junior high school and at a four year private teachers' institution. He is especially pleased that one can concentrate on teaching in the junior college.

CONTENT:

Mr. Crane's presentation utilized a series of diagrams. First, he explained the relationship of the two-year colleges to the total educational system in New York State. Then he made a comparison of the community college structure and that of the agricultural and technical institution in terms of similarities and differences. The role of SUNY in directing policy and commitments was also noted. The concepts of "open door" and "comprehensive junior college" were defined.

EVALUATION BY LEADER

Mr. Crane was generally satisfied with his presentation. The material in itself, as he watched the participants, was not "exciting" but was made more interesting, through the effective use of the overhead projector to visualize the educational system.

He recommends as simple an explanation as possible for a very complicated subject. He felt that the time used (between 45 minutes and 1 hour) was sufficient. He said, that some participants believed he was too critical in his remarks. If this was true, then he felt that it was good. Most seemed to value the information given.

COMMENTS BY LEADER

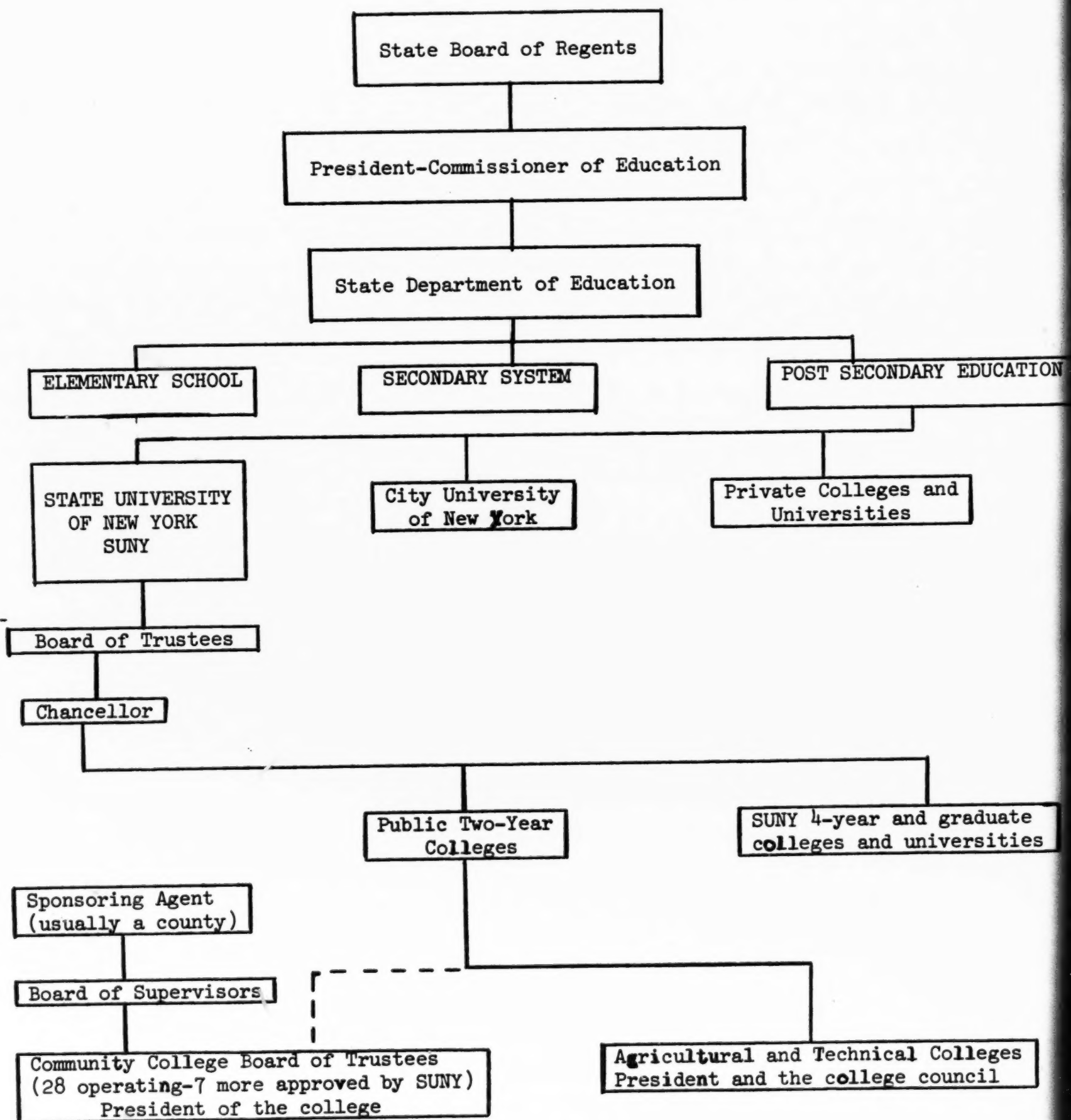
In a new presentation, I would add to the chart on the two systems of public junior colleges, the understanding that salaries are paid by local authorities in the community colleges and by the State of New York in the agricultural and technical colleges. I would also note several of the unusual curriculums in community colleges.

On the other chart, I would more clearly define the divided interests of the community colleges in New York City.

DIAGRAM
SHOWING THE RELATIONSHIP OF JUNIOR COLLEGES TO
THE EDUCATIONAL SYSTEM IN NEW YORK STATE

UNIVERSITY OF THE STATE OF NEW YORK

Responsible for all education, public and private in the entire state.



THERE ARE TWO PUBLIC JUNIOR COLLEGE SYSTEMS IN NEW YORK STATE

Community Colleges

Agricultural and Technical Colleges

Local authority under college Board of Trustees. S.U.N.Y. has financial and supervisory interests.

Relationship to State University

Integral part of the S.U.N.Y. system, equal in all respects to 4-year and graduate schools.

1. Operating expenses: 1/3 state, 1/3 county, 1/3 student. If student out of county 1/3 county costs "charged back" to county of student's home.

Financing and charge back

Complete financing by the state.

2. Building expenses: 50 state, 50 local.

1946-5 institutions of applied arts & science organized. (Broome, Erie, Utica, Brooklyn, Westchester). 1948-5 absorbed into S.U.N.Y. community colleges started. 1953-5 institutions changed to community college status run by local community. S.U.N.Y. has only supervisory, financial interests. Colleges controlled by local Board of Trustees - 4 appointed by governor, 5 by local sponsoring unit. Final authority usually is the County Board of Supervisors.

Governing Laws and Local Authority

Very little local authority under direct control of S.U.N.Y. Board of Trustee. Organized 1906-1913, part of S.U.N.Y. 1948.

Local community interest.

State Area Interest

State wide.

Most have no dorms. Community colleges.

Dormitory

Residential schools.

Tend to be liberal arts or business technology.

Curriculum Interests

Definitely terminal vocational technical programs. Have agricultural divisions.

Tend toward transfer programs - feeder to 4-year schools but wide variety depending upon interests and needs of local community.

No liberal arts degree although efforts have been attempted to convince legislature to allow degree.

No transfer except in very limit programs. However 25% to 35% of students transfer.

STATE UNIVERSITY OF NEW YORK PUBLIC TWO-YEAR COLLEGES

1968

AGRICULTURAL & TECHNICAL COLLEGES:

Alfred	Delhi
Canton	Farmingdale
Cobleskill	Morrisville

COMMUNITY COLLEGES:

Adirondack (Hudson Falls)
Auburn
Broome Tech (Binghamton)
Corning
Dutchess (Poughkeepsie)
Erie County Tech (Buffalo)
Fulton-Montgomery (Johnstown)
Hudson Valley (Troy)
Jamestown
Jefferson (Watertown)
Mohawk Valley (Utica)
Monroe (Rochester)
Nassau (Garden City)
Niagara County (Niagara Falls)
Onondaga (Syracuse)
Orange County (Middletown)
Rockland (Suffern)
Suffolk County (Selden)
Sullivan County (South Fallsburg)
Ulster County (Kingston)
Westchester (Valhalla)

Within New York City:

Borough of Manhattan
Bronx
Fashion Institute
Kingsborough (Brooklyn)
New York City Community College of Applied Arts & Science at Brooklyn
Queensborough
Staten Island

Additional community colleges approved by the Board of Trustees of SUNY:

Clinton
Columbia-Greene
Cortland-Tompkins
Genesee
Herkimer
North Country (Saranac Lake)
Ontario

GENERAL TOPIC: THE JUNIOR COLLEGE AS AN INSTITUTION

SPECIFIC AREA: Admissions policies and implications

METHOD OF PRESENTATION: Informal discussion

LEADER: Dr. Robert Kochersberger

Robert Kochersberger is a professor of Health and Natural Sciences at Jamestown Community College. He is chairman of his college's curriculum committee and a member of the planning committee and the advisory committee as well as the health careers committee. He holds an Ed.D. from the State University of New York at Buffalo. He has taught in the two-year college for 18 years. Prior to that he taught in the junior high school.

CONTENT:

Dr. Kochersberger identified many of the pressures which affect and control admissions policies in the State of New York. He noted that even amongst relatively selective institutions there is little agreement on what constitutes the most effective devices. He noted the importance of understanding and appreciating the variability of two-year college students. He explained that the open-door policy speaks to the need for diversification in programs as well as students.

"Implications of Admissions Policies, especially as related to "The Open Door"

- 1) Admission means many things to many persons, but, as far as faculty are concerned, admission essentially refers to the process of putting a student in your classroom.

The wide variety of criteria utilized in this process precludes any simple statement of effectiveness for any of them, however, we can agree that some level of intellectual potential is generally indicated.

- 2) These academic criteria will fluctuate somewhat in response to the following forces:

- a. Recommendations of the faculty admissions committee
- b. Recommendations of the administration and perhaps citizen advisors
- c. Quality and number of student applications
- c. The financial base of operations or, simply put, the money available

Generally speaking, the more open the door, the more students entering and the greater the costs to the school and its sponsor, and, of course, the greater the challenge to teaching. This practical consideration must be thoroughly understood by faculty who may be asked to pass

judgment on admissions policies.

Regardless of how we may elect (or be told) to admit our students, we must remember that in fulfilling the goals of the comprehensive (SUNY) two-year college we will be admitting and instructing the widest spectrum of student types and abilities found anywhere in higher education.

This remains our greatest challenge, and if it runs contrary to our expectations, desires or talents, then we must make hast to get out of this field of education.

Of course, change is always possible and frequently desirable. Faculty must be encouraged to participate in the governance of their schools--to aid in the formulation of admissions policy, to speak out on this vital subject at faculty meetings and in other ways be encouraged to improve the existing situation.

In so doing, we come ever closer to being "all things to all students," and this is really the hypothetical goal of the comprehensive two-year college in our State system.

EVALUATION BY LEADER

Dr. Kochersberger felt that his presentation was adequate. Although he did not structure it to encourage discussion. It was hopefully informative but unfortunately not provocative, he stated.

He recommended that anyone presenting this topic, stop frequently and ask the group certain key questions. Answer these questions and repeat the process. The answer-question process helps subsequent discussion develop. He felt that 20 minutes is optimal time for this topic. He sensed that he should have defined the terms he used more adequately. The response and interaction of participants should have been more encouraged.

COMMENTS BY LEADER

"I regretted the lack of subsequent discussion. Leaders as well as participants should have been encouraged to ask questions of each other."

GENERAL TOPIC: THE JUNIOR COLLEGE AS AN INSTITUTION

SPECIFIC AREA: Wrap-up

METHOD OF PRESENTATION: Lecture

LEADER: Dr. Alfred O'Connell

Alfred O'Connell is President at Genesee Community College in Batavia, New York. He has a Doctor of Education Degree from Teachers College, Columbia University, and has taught in a two-year college for 10 years. He was previously President of Harford Junior College, Bel Air, Maryland.

CONTENT:

The primary objective of this orientation program is to provide information and background which will assist you to become more effective two-year faculty members even at the outset of your career in this type of institution. Consequently, a great deal of time has been and will be directed to the role of the teacher as well as the nature of the student body. We also believe, however, that your immediate effectiveness as a faculty member in a two-year college can be enhanced if you begin your career with some understanding of the nature of the two-year college as an institution. The task this afternoon's panel then will focus attention upon the history, philosophy and some of the major issues related to this segment of higher education.

In order to provide some perspective we will turn our attention first to the national scene. Where does the two-year college fit in the total enterprise of higher education? Why were the colleges established and what types of programs do they offer? Is the two-year college merely an upgraded vocational school, as some have contended, or a decapitated four-year undergraduate college as viewed by others? Indeed, does the two-year college have an integrity of its own? What is the national community college growth rate and how are these institutions supported financially? As you listen to the first panel member discuss the national scene, keep in mind three words: purpose, diversity, and growth.

Since you will be working in New York State, we will, of course, devote much of our attention to the two-year college in this State. Although most of our public two-year colleges in New York have been authorized or chartered under the State Community College Law, and operate under the aegis of the State University, you will note the word "diversity" is also applicable in this State. Some of the units are supported and controlled directly by the State University, while in others financial support and control are shared with the cities, school districts, single county or multi-county government. The form and level control of these colleges is often a measure of the extent to which the individual institution is able to determine its own purposes.

Many of our colleges are completely comprehensive, offering the widest possible range of programs to a most varied student body. Others have programs which are somewhat less comprehensive, while one or two come close to being single-purpose institutions.

The community college has often been referred to as an open door institution - that is, it admits virtually all high school graduates, or qualified adults, to one or more of its programs. The second chance approach Ted eluded to this morning. This philosophy, which obviously affects the entire nature and purpose of the institution, is one which new faculty, senior institutions and general public frequently do not fully understand or appreciate. Our panel therefore will focus attention on this basic institutional characteristic of the two-year college.

James Walsh emphasized the diverse nature of two-year institutions, citing their historical antecedents in terms of an upward extension of secondary education, a downward extension of university functions, two-year extension centers of state universities as well as the decentralized system which has evolved in New York. Walsh went on to discuss the implications which stem from the various forms of control under which two-year colleges operate. He noted, with some concern, the bifurcation which is increasingly evident in so-called comprehensive community colleges. Walsh's final point was concerned with faculty governance, its evolving and possibly maturing nature.

Professor Steve Crane, attempted to describe the organizational structure and pattern of two-year colleges in light of State University's commitment to comprehensiveness and the open-door admissions policy. The differences between the community colleges and agricultural-technical institutes was made - and perhaps overstated. During the discussion period the point was made that community college faculty, unlike those at the institutes, are not employees of State University. The relatively autonomous nature of community colleges was restated. Mr. Crane noted quite cautiously, the reservations some faculties harbor relative to the open-door admissions policy of the Regents, and State University. Dr. S. V. Martorana entered the discussion occasionally to clarify some rather difficult and obscure aspects of State University structure.

Professor Clement Herman challenged some of the basic assumptions upon which some of our two-year colleges seemingly operate. He suggested rather strongly that the original objectives of two-year career programs have been subverted, so that today on many of our campuses such programs are actually transfer oriented. Status and prestige, he suggested, account for this situation. Mr. Herman called attention to the growing gap between the relative sophistication of technical programs and the ability-level of a significant segment of our student population. He emphasized the need to redirect some of our attention and effort to those individuals who need training geared to the lower end of the technical spectrum.

Professor Robert Kochersberger addressed his remarks to the problems inherent in the open-door admissions policy. He identified many of the pressures which effect policies on admission and that even amongst relatively selective institutions, there is little agreement on what constitutes the most effective admissions devices, especially to the various curricula offered by a college. Dr. Kochersberger noted the importance of understanding and appreciating the wide variance of abilities one typically finds in a community college. The point was also made that the open-door policy speaks to the need for a wide range of programs, not only horizontally but also vertically.

A brief discussion period followed each of the presentations.

EVALUATION BY LEADER

Dr. O'Connell stated that the participants appeared to be interested in the remarks by the members of his group. There were a number of pertinent questions.

Evaluating the session from his view as committee chairman, Dr. O'Connell viewed the presentations as more formal than necessary. He called for smaller sessions. The time length appeared to be too heavy when he first saw the program but as the session evolved, the earlier observation proved to be baseless. The evening session was fine.

COMMENTS BY LEADER

Visible response limited to questions raised immediately after each speaker completed his comments - also general questioning following entire panel presentations. In a more informal fashion, some of the participants raised some questions about panel comments during dinner and evening hours.

My responsibility was merely to "wrap-up" the session. I did, however, include some introductory remarks, which, I feel served to give some sense of direction for the panel.

GENERAL TOPIC: GUIDANCE AND COUNSELING IN THE TWO-YEAR COLLEGE

METHOD OF PRESENTATION: Lecture

LEADER: Dr. Jearl L. Blankenship

Dr. Blankenship is Counseling Psychologist at the Agricultural and Technical College, Alfred, New York. He has taught at the University of Wyoming and New Mexico State University. He is a counselor in the Center at Alfred.

CONTENT:

The development of professional counseling and student personnel services as specialized functions at the college level has generated considerable discussion as to what roles and responsibilities are to be assumed by the non-teaching professional staff and their relationship to the long established faculty advisory system. Furthermore, the dialogue has continued with reference to the duties and responsibilities of the faculty advisor in the twenty-four hour day world of the college student that very often extends far beyond matters related to the academic classroom.

Today we often think of counseling as a function performed chiefly by a professional staff, trained as specialist in this particular area. But in the time before the professional counselor had an established role in the college setting, a system of faculty advisors to students had become rather firmly established in many of the colleges in this country. As early as the year 1828 firmly established programs of faculty advisement were instituted in an attempt to bring a reform in the cold strict disciplinary pattern of the presiding educational era. In the establishment of a group of student advisors at Dartmouth College (2:189) in 1919 the following statement outlines the goals this student advisory system hoped to attain as well as the duties and responsibilities of the student advisors.

That it be the function of the advisors to inform themselves regarding the circumstances and character of the students under their supervision, their manner of life and their college work, their antecedents, interests and ideals. That the relations between advisor and student be regarded as friendly and confidential. That advisors meet their students at regular intervals, at the beginning of the freshman year, about once in every two weeks, once toward the end of the freshman year, and again at the end of the first and second semester of the sophomore year for the special purpose of discussing with them the selection of courses for the following semester.

When teaching faculty are assigned to duties related to student needs outside the classroom, they are operating in the area of specialized student personnel functions. The needs of the individual student have not been fully considered.

It appears that in this striving for educational excellence through specialization we have lost contact with the student as an individual person. In too many circumstances the student has become a letter grade in faculty member's grade books, an I.B.M. card or a seating chart number. If the colleges of today are going to meet the needs of youth preparing for tomorrow, then out of necessity of communication that will lead to a better understanding of the student as a whole individual. If we are to work with the student as a person, we must better understand his goals, drives, motives, and abilities as well as his individual academic strength and weakness.

In order to reestablish a line of communication between the student and his educational program, a system of faculty counseling must be instituted in place of the faculty advisory system that in many cases has evolved into little more than a clerical arm of the registrar's office.

The faculty counselor can play an important role in the educational guidance of young college students. He has the opportunity to become acquainted with the total individual and because he works with a comparatively small number of students should get to know them well. This knowledge of the student combined with an awareness of special conditions and circumstances that may affect an individual student's educational welfare, can provide a highly effective system of educational guidance. In addition, the student appears to accept the faculty counselor as an educational specialist in his particular area.

Faculty counselors who have been well trained encourage a greater acceptance of the professional counseling service provided by the specialist. But perhaps, the greatest contribution that the faculty counselor can make is to provide for a closer integration of the student and the educational program.

In order to meet the educational needs of our students in the specialized and segmented world that we have created in the name of academic excellence, there may have to be a change made in the organizational pattern and structure of the college campus. This exists today and develops a Faculty Counseling System. If a Faculty Counseling System is to be effective a basic operational philosophy such as one suggested by Feder (1:290) must be adopted, and accepted as an integral part of an institutional educational program.

1. Student counseling is an integral part of the educational program.
2. Use of specially trained and assigned faculty will provide a larger number of varied personalities than would be available if the counseling services were limited to a smaller number of full-time personnel.
3. Inculcation of members of faculty with the personnel point of view will in the long run result in better instruction and a more vital institutional attitude.
4. The faculty counselors will be trained and directed by professional personnel whose training is directly in the field of counseling and who will be responsible for the overall operation of the program including continuing service to the counselors, operation of staff clinics and assistance with difficult cases.
5. The faculty counselors will be given relief from part of their teaching load or extra compensation as recognition by the institution of the value of their efforts.
6. The faculty counselors will be carefully selected in terms of certain basic criteria designed to insure that the most effective personalities are obtained.
7. The faculty counselors will be given recognition for their effectiveness as counselors, as well as for teaching effectiveness, research and writing, when promotions in rank and salary are being considered.
8. Faculty counselors will be given training in minimum essentials before actually being given case assignments.
9. Faculty counselors who prove ineffective or inefficient in counseling duties will be relieved of such duties without jeopardizing their other relationship to the institution.
10. Adequate clerical and secretarial assistance will be provided so that the counselor may use his time as completely as possible in service to students. Appropriate office space will be provided since effective counseling requires an atmosphere of welcome and confidence.

EVALUATION BY LEADER

Dr. Blankenship had an adequate response to his lecture. He stated, however, that the group did not seem to have enough background about personnel services in two-year institutions to possibly understand some of the points he was trying to make. He felt that a period of one hour was sufficient for the topic and he would recommend that others covering this topic use small groups with discussion leaders. This would allow more time for exchange about any topics that might not be clearly understood. He would, therefore, make little changes in the content but he would change order of presentation.



GENERAL TOPIC: THE JUNIOR COLLEGE STUDENT: A CLOSER LOOK

SPECIFIC AREA: Background and information concerning the junior college student

METHOD OF PRESENTATION: Revolving group discussion

LEADER: Dr. Alfred Smeriglio

Alfred Smeriglio is an Assistant Professor of Biology and Health Technologies at Nassau Community College and Coordinator of Health Sciences. He is a member of the faculty senate and the Honors Program Committee and holds a Doctor of Education Degree from New York University. He previously taught at Jersey City State College and 6 years at New York University. He particularly likes the student-teacher relationship in the two-year institution. He intends to remain in teaching.

CONTENT:

Dr. Smeriglio indicated that no general statement can be made about the typical junior college student. There is great variation in ability within any instructor's class and among the different two-year institutions in the State. Regardless of ability range, the instructor's first job is to develop and refine the study habits of his students. If one is looking for indicators, he is not going to find them. According to Dr. Smeriglio the high school average is usually not indicative of the success of the student in a college. SAT scores and other descriptive examinations tend to give you a better picture of the student. But remedial programs do exist in most of the colleges and new faculty should take every advantage of these programs and work with the student in an advisory capacity concerning how to study. Dr. Smeriglio felt that the transition of the student between the first and the second year in the two-year institution is marked. It's not only gratifying to the teacher to see how the students change, but more significantly, the student soon recognizes the change within himself. He or she learns to grow responsibly and to utilize good judgment. One of the most important responsibilities the teacher has to the student is that he must instill a degree of confidence in him. Many of the two-year college students feel that they can not do college work. The instructor must show that he believes the student has the ability to learn, to do college work, to grow, to be respected and to be able to accomplish something. Dr. Smeriglio said that if there is one thing he tried to do for his students it was to develop this feeling of believing in themselves. He referred to it as courage and dignity.

EVALUATION BY LEADER

Dr. Smeriglio was very satisfied with the development of his topic, but he ventured to say that perhaps it was the subject matter The Student that made the audience so responsive and interested. He felt that smaller groups would have been more appropriate and he suggested that anyone discussing this topic get away from the "show and tell" approach. The length of time was sufficient and the only major change he would recommend would be to use smaller groups.

COMMENTS BY LEADER

Everyone preceding our presentation said: "I have been asked to Everyone on my committee felt that we participated in this part of the institute because of a deep feeling and concern for the student.



GENERAL TOPIC: THE JUNIOR COLLEGE STUDENT: A CLOSER LOOK

SPECIFIC AREA: The background of community college students and remedial programs offered by community colleges

METHOD OF PRESENTATION: Rotating Panel

LEADER: Mrs. Roslyn Benamy

Roslyn Benamy is an Associate Professor in business at Rockland Community College. She holds a Master's Degree in Business Administration from New York University. She has taught in the two-year college for six years and prior to this taught at Brooklyn College and Fairleigh Dickinson. She serves on the faculty council and is the annual business show coordinator at her college. She works on curriculum development in the area of secretarial studies.

CONTENT:

Professor Benamy presented material with Mr. Alfred Smeriglio on the background of community college students. She used the overhead projector to illustrate graphically information on the prior performance of two-year college students. She made mention of the fact that a number of two-year college students remain at their respective institutions anywhere from two to three years and that while it is uncommon, some students may remain as long as 3½ years. Additional remarks refer to the fact that for the majority of community college students it was the first instance of anyone in the family attending a post-secondary institution. A good proportion of these students look to the community college for upward mobility in the socio-economic structure as we know it today. Large numbers of them come from homes where English may not be the spoken language, where there is little reading material available, and where no help can be given the student in the preparation of his college assignments. The community college for this type of student is a new, exciting, somewhat frightening experience. All faculty must be receptive to students' problems no matter how minor they may seem to the instructor because each problem represents a major obstacle to the student. By the same token, the instructor must remember that he himself cannot do professional guidance or counseling and should determine which office at his particular institution is set up for in-depth guidance and counseling. Discussion was intensified because some of the participants reacted to her remark concerning the use of high school records as indicative of two-year college student performance. Professor Benamy stated quite strongly that she did not feel all of the students could adjust to the rigors of college life. It is difficult but a decision must be made as to which failing students can be helped, and which will not benefit from intense help. We must take into account the fact that there are late starters, but we cannot assume that large numbers of students will bloom late. There was good discussion

on the necessity for remedial programs in community colleges. Remedial programs at different institutions were mentioned, and particularly the one at Rockland which has undergone three important revisions. It was brought out that remedial programs may take many forms: some last for six weeks prior to school admission; some last for one semester prior to school admission; some run concurrently with an academic semester; etc.

EVALUATION BY LEADER

Mrs. Benamy felt that there was a lack of exchange between herself and the participants during her first presentation. She felt that the physical facilities of the institute were not conducive to discussion. It was further felt that many of the previous speakers had delivered their material in straight lecture or authoritarian presentations. At the end of such presentations, the speaker asked if there were any questions. It would hardly seem courteous for the novice to question or find fault with the lecturers' philosophy as presented. The second presentation, given in a small room, was markedly different. More intense exchange developed in such a setting. It must be remembered that two other members of the rotating panel had already presented material to the new faculty in this small room. Perhaps there had already been a give-and-take type of exchange before Mrs. Benamy and Mr. Smeriglio presented their material. Her specific recommendation in terms of the content presented was that various placement examinations should be discussed during a session such as this. And the one leading the session should pinpoint exactly who needs to take the remedial programs offered by the school, as well as pinpointing who determines the need at each institution.



GENERAL TOPIC: THE JUNIOR COLLEGE STUDENT: A CLOSER LOOK

SPECIFIC AREA: Background of junior college students

METHOD OF PRESENTATION: Rotating panel discussion

LEADER: Mr. Norman Shea

Norman Shea is Dean of Students at Niagara County Community College. He has taught in the two-year institution and holds a Master's Degree from State University College at Buffalo. He is responsible for administering the student personnel program at his college.

CONTENT:

Mr. Shea presented the following points in his discussion with institute participants. He and Gus Tillman met with half of the group at one time.

1. National studies show that the two-year college student, in terms of his academic performance, falls somewhere between the non-college and the four-year college group.
2. Three quarters of four-year college freshmen come from the upper 40% of their high school class. On the other hand, less than half of the typical two-year college freshmen come from the upper 40% of their class.
3. A large proportion of community college students are older than one typically thinks of college students. 15% entering a four-year college are 19 or older. But 33% of the students who enter a community college are over 19. Mr. Shea was not referring to part-time students.

Why students go to a local community college?

- 1) At least half of the students in the American Council on Education Study cited that their parents were a major influence in their decision to go to a two-year college.
- 2) At least a third of them indicated that finances were a very big problem for them. Over half of the community college students work while attending college. And the greatest single reason why the community college student chooses to go to a two-year college rather than to a four-year college is financial.

- 3) Four-year college students are often assisted in their financial problems by parents and/or scholarship aid. But two-year college students for the most part provide for their own educational expenses.
- 4) Approximately 35% of the parents of community college students make less than \$8,000 a year; 5% make less than \$4,000 a year.
- 5) Only 10% of junior college students come from households in which their parents have a college education. Community college students are generally the first in their family to go to college. 71% say that they go to college to prepare themselves for a better job.

Mr. Shea took much of his information from Patricia Cross's recent book entitled: THE JUNIOR COLLEGE STUDENT: A RESEARCH REVIEW.

EVALUATION BY LEADER

Mr. Shea indicated that he felt his presentation was adequate. Some participants seemed involved, but he was not sure that others were reached. He would suggest that anyone presenting this topic not rely heavily on statistics and he felt that more time should have been given to the topic. He also noted that participation on the part of faculty could have been better, but that the participants seemed attentive.



GENERAL TOPIC: THE JUNIOR COLLEGE STUDENT: A CLOSER LOOK

SPECIFIC AREA: Student Study Habits and Expectations of their Performance

METHOD OF PRESENTATION: Informal Discussion

LEADER: Mr. Robert Tillman

Mr. Robert (Gus) Tillman is an Assistant Professor of Biology at Dutchess Community College. He holds a Master's Degree from the State University of New York at Albany. He is active at his college as a member of the Varsity Club. He has previously taught in a high school. He likes the two-year college because one is able to vary his program with students and because he has a great deal of freedom from a State defined curriculum.

CONTENT:

The community college faculty member, according to Gus Tillman, can expect sporadic study from his students. Most students will postpone an assignment until the last possible instance. One 8 hour study session is more of the rule than four two-hour sessions. As a result, students lag behind the instructor on a day to day basis and it is unrealistic to believe that the students will keep up with class work on a daily basis. Mr. Tillman noted that the study behavior of the junior college student is typically structured around his social life. Students in the junior college are often lacking in good study habits. They may be enrolled in a special reading course or a special writing program. Their note taking is often haphazard and poorly organized. More important, they need assistance in the effective use of the library.

It is typical for junior college students to work part-time and therefore, they are over tired from work. They may even be under-nourished trying to exist on a diet of beer and pretzels. They may have a limited budget and for this reason good food may not be in great supply. When there is a choice between a solid meal and some pop it may be that pop or beer with the boys is ahead. Vitamin deficiencies can and do occur in college students.

Community college instructors can expect frequent tardiness and unexcused absences due to commuter problems. Community college students depend on a car and in many cases car pools to get back and forth from classes. The instructor should make a policy concerning tardiness but at the same time he should be flexible. An instructor needs to be aware of the fact that work has to be an important element to the student. In many cases the school will have to suffer if there is a conflict

between work schedules and study periods. A single course or class is often insignificant to the student in comparison to his work schedule.

Students may have unrealistic views of themselves. They often misjudge their abilities in selecting future careers; next semester's course-load and topics for research papers - biting off much more than they can chew. Mr. Tillman has seen students with 21 hours and a part-time job, doing poorly in both.

Mr. Tillman stressed that students want the instructor to be in the classroom and to be on time. Students want, in other words, responsible faculty members. In their very pragmatic minds they are paying money for the course and they want all they can get out of every minute. Secondly, students expect that faculty will participate in co-curricular activities either directly or indirectly. It is important to the student that his faculty members show an interest in out of class activities. The instructor does not have to participate in the activity. Students dislike instructors who are totally unaware of campus life. Thirdly, Mr. Tillman indicated that students want grading systems that are defined and precision in assignments. The desire for a consistent grading system can be explained by the fact that junior college students are very grade conscious. They prefer grades based on several tests or assignments rather than on one test or one paper.

Students also like to know how the course fits into their program. Of what value, immediate value, is the course. A few words of introduction at the beginning of the semester can put many students at ease in this respect. Often, avoids scheduling mistakes.

EVALUATION BY LEADER

Professor Tillman was very satisfied with his presentation held in the small room but the meeting in the larger lecture hall was not as effective because of lack of an intimate participation setting. He would strongly recommend to other groups that seating arrangements be informal.

He would not suggest any additions to the content. Response could be encouraged by making some ridiculous statement that is obviously false. Mr. Tillman continuously referred to the physical facilities as not conducive to participant reaction. The time allotted was "just right."

COMMENTS BY LEADER

The lecture hall was too large and ominous for participant reaction.

GENERAL TOPIC: PHILOSOPHY OF TESTING

METHOD OF PRESENTATION: Informal Lecture

LEADER: Mr. Ralph Dille

CONTENT:

Professor Dille's major emphasis was that testing was a learning process and as such, is an important part of the teaching situation. He discussed 5 types of tests: 1) essay, 2) procedural, 3) multiple-choice, 4) standardized, and 5) text book tests.

The testing process evolves out of the attitude of both teacher and student. Teachers who frighten students often produce poor results. The physical and psychological environment can be positive or negative for testing. Mr. Dille distinguished between testing and evaluation. Tests can be used for various reasons. They can be used to preview units of work; they can be used as a means whereby students evaluate their learning up to a point; they can be used as a means of evaluating a teacher's effectiveness in presenting subject matter. Finally, tests must be used as a teaching device.

EVALUATION BY LEADER

Mr. Dille felt that his presentation was fair. "The hour was late the audience was weary but they were kind."

He would not basically change the content of his presentation and he indicates that a half hour's time is adequate to cover the topic. He would suggest that one distribute test samples (examples of poor and good tests). He was pleased that he was able to approach testing on a broader basis. One comment to him: "I never thought of testing as anything but a way to determine grades."

COMMENTS BY LEADERS

I was not so well prepared as I might have been. I had assumed that there would be small-group discussions. I was prepared for this; not a straight lecture.

GENERAL TOPIC: ORGANIZATION OF TWO-YEAR COLLEGES

SPECIFIC AREA: An Administrator's View of the Power Structure and Decision Making

METHOD OF PRESENTATION: Illustrated Lecture utilizing prepared notes, transparencies via overhead projector.

LEADER: Dr. David H. Huntington

Dr. Huntington is President of the Agricultural and Technical College at Alfred, New York. His Ph.D. is from Cornell University and he has been an administrator for four years. He previously was an Associate Dean at the University of Maine.

CONTENT:

The topic for discussion this evening is the organization of two-year colleges - their power structure and the decision making process. Last week I was in attendance at the Saratoga Performing Arts Center enjoying a performance by the Philadelphia Philharmonic Orchestra, when my mind wandered to this topic. I recalled the suggestion made by a friend, that my job as President of a college was similar to that of the conductor of a symphony orchestra. So, it was with particular interest that I watched the conductor stride forth confident to the conductor's platform. He turned and smiled at the audience and then commanded full attention from the orchestra simply by lifting his baton. He was in complete command providing positive direction, calling forth to the brass section as the music reached a crescendo, holding back the string section when they became too strong, and coordinating the individuals of the orchestra into a smooth, well-tuned and highly coordinated body. I wondered if it was possible for the president of a college to direct its operations in an equally positive and powerful manner.

Have you ever noticed that the conductor of the orchestra shakes hands with the first violinist and has him take a special bow before and after the performance? I came to the conclusion that if the conductor of the orchestra was comparable to a college president, then perhaps the first violinist was comparable to the Dean of the Faculty. It was quite apparent that the first violinist represented the members of the orchestra. He was the leader in tuning of the orchestra and smiled and accepted applause on their behalf.

As I sat enjoying the performance of the orchestra, it occurred to me that what we saw represented only the surface appearance and I could visualize the orchestra and the conductor having disagreements in much the same manner that faculty and administration disagree within our colleges. I could visualize the conflicts that might have developed

as members of the orchestra bargained over salaries. Probably there had been considerable debate over the selection of music. Conceivably, there was jealousy within the orchestra regarding the appointment of the first violinist. I wondered about the process of selecting new members of the orchestra; does the conductor hire these or would the members of a particular section have a voice in the selection of a new member for their section. The thought also arose as to procedures for dismissal of members of the orchestra. Do they have a tenure policy, and if so, who decides who will be granted tenure? As these thoughts passed through my mind, I became convinced that there truly is a comparison between a symphony orchestra and a college since both cases deal with professionals and since there are similarities in the types of problems and decisions to be made. I could also guess that the conductor had the same limitations as a college president in reaching decisions regarding the operation of the organization.

You will find the administrative organization and the decision-making process of colleges to be different from organizations which you have known in the past. The typical bureaucratic organization found in other public agencies does not fit the pattern found at most colleges. You must recognize that there is no single pattern to be found at all universities and colleges ranging from a strong autocratic administrative command to the other extreme of a very liberal organization with decisions controlled by members of the faculty. It might be helpful if we were to analyze the contrasting features of these two extremes. An autocratic administrative organization operates much like a military chain of command, with direction coming from above and with little or no communication with members at the lower level of the chain. Another feature of the autocratic organization is the demand for complete loyalty and adherence to the party line. In turn, loyalty is rewarded by promotion and merit salary while rebels are penalized. The autocratic administrative organization operates on a strict bureaucratic basis.

The other extreme, is the college operated on the basis of a community of scholars with little or no formal administrative staff offices: in such a system the administrators tend to be amateurs selected from the community and holding office for only a limited period of time. Decisions within this type of organization are made by the teaching faculty and the role of the administrative staff is to relieve faculty of clerical detail essential to the operation of the institution.

Most institutions of higher education are patterning their administrative organization somewhere between these two extremes. I direct your attention to "Statement on Government of Colleges and Universities," a publication developed jointly by the American Association of University Professors, the Association of Governing Boards of Universities and Colleges, and the American Council on Education. This statement spells out a reasonable position regarding faculty involvement in the decision-making process and provides a concept that can be the basis for a good workable administrative organization.

Figure I is the administrative organization chart for the State University Agricultural and Technical College at Alfred. You will note the typical bureaucratic structure with staff offices serving the president and a line authority to the various administrative and academic divisions. For example, you will note that the Dean of Instruction has a line responsibility to the Vice President and that he in turn, has line authority over division chairmen who supervise department chairmen.

The actual operation of the college varies from a typical bureaucracy, however. Members of the faculty have substantial authority and their recommendations carry strong weight in the decision-making process. In fact, most decisions are made only after all concerned parties have had the opportunity to express their views. The final decision generally involves compromises and a consensus of the concerned parties.

Another important variation that is not evident from the line organization chart, is the fact that initiative for action may come either from above or from within the faculty. In a typical bureaucratic organization the initiative generally comes from above, but within colleges recommendations leading to decisions commonly originate at the departmental level, perhaps coming from an individual member of the faculty or from a faculty committee. Another important variation is the procedure for evaluation of performance. With a typical bureaucratic organization, the evaluation is always made by the superior. However, within a college organization, evaluation frequently involves colleague judgment.

I call your attention to these variations from a typical bureaucracy because of their important implications. It will be recognized that communication is extremely important. There is a need for mutual trust and respect; if this is lacking, there will be conflict and strife with factions stifling action in a stalemate effect. It should also be obvious that the organization must provide special channels for action. The line organization of department, division, and Dean represent one channel but there must be others to permit effective faculty involvement. It should be recognized that the success of an organization will depend upon the willingness of faculty to assume roles of responsibility and to initiate recommendations for change. I hasten to add that a constructive and cooperative attitude on the part of the chief administrator is equally essential.

A college organization is very susceptible to difficulties. As I have just indicated, apathy on the part of the faculty will destroy the system. Conflicts from vested interests can also be pernicious. As a matter of fact, at its worst, the system can foster inaction rather than to encourage progressive action. The involvement of many parties in the decision-making process may frequently result in the distribution of

veto power with the tendency to discourage initiative. A faculty that wants no change in the organization may sit back and veto recommendations coming from the administrative group. In turn, the administration may stifle recommendations coming from the faculty. This merely serves to illustrate the point that there must be mutual respect and trust in order to achieve effective action.

The operation of colleges and universities are unique in that there are so many different groups interested in the operation of the college and exerting influence on the decisions. Consider the concerns and influence of the following groups:

1. Faculty
2. Students
3. Administration
4. Central Staff of State University
5. Local Boards and Councils
6. State University Trustees
7. State Budget Office
8. State Legislature
9. Non-professional Staff
10. Alumni
11. Parents
12. Local community, employers, and taxpayers

It should be obvious that all have a stake in the college to one extent or another and it is probable that you could add others. I won't take time to discuss the particular role of each group, but want to emphasize that each represents a force and the voice of the faculty in only one of many voices which must be considered in making decisions. It should be noted that the strength of the voices of the various groups will differ depending on the issue under consideration. For example, the student voice will be strong on matters of student government and student activities, whereas faculty voice will predominate on matters of an academic concern. However, the voice of the State University Trustees may predominate if an issue runs contrary to an overall Trustee policy. Matters involving funds may be determined by the voice of the State Budget Office; thus, it should be apparent that the making of decisions is not a quick and easy matter and faculty must recognize the interest of these other groups.

Perhaps it would be helpful if we were to outline categories of decision issues and consider the role of faculty in reaching these decisions. It is generally accepted that faculty will have a primary voice in determining the academic affairs of an institution. Under this general heading, I cite the following:

1. Establishment of educational objectives
2. The determination of requirements for academic degrees
3. The content and structure of courses and curricula
4. The establishment of standards for admissions
5. Grading standards
6. Classroom teaching techniques
7. The establishment of standards for student academic integrity
8. The establishment of academic regulations and procedures

It is an accepted concept that faculty should have the major responsibility and authority for deciding matters of an academic nature. Some of these issues will be established at the department level but the college should have some overall faculty committee or body to determine college-wide policy and coordinate the academic affairs of the institution.

A second category of decision issues is faculty personnel matters. I include the following under this category:

1. The selection of new teaching faculty
2. The determination of faculty status such as promotion decisions and tenure decisions
3. Guidelines for evaluation of performance and the decisions regarding selective salary increments

It is my concept that faculty should also have a substantial voice in matters of a personnel nature. However, it will be found that outside groups will tend to exert greater influence and faculty voice cannot be as strong as it is for decisions of an academic nature. Personnel policies established by the Trustees and guidelines established by Central Staff will influence decisions in this category. As a matter of general practice, it will be found that faculty will recommend decisions or policies on personnel matters but that the administration will have to weigh other considerations before reaching a final decision.

A third category of decision issues is administrative affairs. The following are but a few considered representative of this type of issue:

1. Long-range planning for the college
2. Budgeting, accounting, and allocation of financial resources
3. Establishment of operational procedures
4. The allocation of physical resources
5. The selection of administrative staff
6. Public and Alumni relations
7. The establishment of the College Calendar

Many of these matters warrant faculty consideration and recommendation. However, it is my concept that the final decision and action on matters of this sort must rest with the administrative officers of the college.

A fourth category deserving discussion is the matter of student affairs. Illustrative of issues of this nature include:

1. The establishment of a Code for student conduct on the campus
2. The establishment and conduct of student co-curricular activities
3. The determination of policies regarding student counseling
4. The direction and supervision of campus services for students
5. The development and supervision of an organization for a student self-government.

Students should have a substantial voice in matters of this sort, since they are directly concerned with these decisions and policies. A faculty voice is properly expressed, however, when the student affairs overlap and affect the academic aspects of the college. Thus, it is proper that faculty function on committees considering student affairs.

It should now be apparent that faculty have a concern for a variety of matters and that it is essential that the college have an organization facilitating faculty involvement in the decision-making process. Thus, I would like to direct our attention to the campus organization once again, in order that I might outline the various bodies and channels for the expression of faculty opinion.

The primary and basic structure for faculty involvement is within the subject matter department. It is here that faculty will participate in the selection of new faculty, in the development of the departmental budget and the allocation of resources assigned to the department and in the determination of the content of courses and curricula. Faculty within the department will influence teaching techniques and teaching assignments of the department. They will have a voice regarding the utilization of facilities assigned to the department. They will participate in judgment regarding the promotion and the awarding of tenure to faculty will have their greatest impact on the decision-making process through the departmental channel. Departments meet regularly and will provide the forum for discussion of college-wide issues. Thus, the consensus of opinion of a departmental faculty will generally be expressed by the department head or a departmental representative in meetings of higher level administrative groups.

Most colleges have provisions for a college-wide faculty policy making body. At the Ag Tech College at Alfred, this is called the Faculty Council. This Council is concerned with academic policies and procedures as they affect the total institution. The Council is made up of elected representatives from divisional units and decisions within the Council are made by democratic vote following thorough discussion. The Council representatives have a responsibility for discussing issues with their representative groups and are expected to express the point of view of their group. Decisions of the Council considered to be of a policy level are handled by recommendation to the general faculty for a total faculty vote. The president of the college retains veto power over Council action, but this is exercised only for very compelling reasons and is generally not necessary since the president, vice president and dean of instruction sit as ex officio members of the Council. The issues cited earlier under the category of academic affairs are typical of matters considered by the Faculty Council.

It is customary for colleges to have a college-wide committee dealing with personnel matters. Our institution identifies this as the Faculty Affairs Committee. This is an elected committee with membership elected from divisional units. The membership is considered to be representative and is expected to confer with the body being represented and to express the point of view of that body. One of the primary objectives of the Faculty Affairs Committee is to protect the rights of the individual faculty member. However, in addition, this Committee recommends policy and procedures affecting the status, the working conditions and the compensation of the individual faculty member. Thus, the Faculty Affairs Committee will concern itself with the development of guidelines for salary adjustments and guidelines for determining teaching loads. It is responsible for the development of standards for academic ranks. It is concerned with faculty involvement in college policy making and recommends procedures to insure proper involvement.

Since this is considered as a sub-committee of the general faculty, it is also entrusted with the responsibility for the development and revision of the faculty constitution and by-laws. The Committee may recommend guidelines for the development of the college calendar. In the event of personal conflict, this Committee functions to hear faculty grievances.

Most institutions will also have a faculty promotion and tenure committee. This is an action committee that reviews the recommendations of department and division chairmen and recommends action to the president. The Committee has two concerns; it must uphold the college's standards for rank and tenure while at the same time, insuring equitable treatment of every member of the faculty. The Committee must consider recommendations from an objective plane, recognizing the impact of their decisions upon the future quality of the faculty. In addition to hearing recommendations from department chairmen, the Committee may also question the chairman regarding the absence of recommendations for members of the faculty considered eligible for promotion. The Committee is available for a special hearing for an individual faculty member who may feel that his case for promotion or tenure has not been adequately presented. It must be understood that this Committee serves a review capacity and recommends action to the president. The president reserves right for final decision but can generally be expected to follow the recommendations of the Promotion and Tenure Committee.

Many of the decisions, especially those of a policy nature, emanate from ad hoc or standing committees. As an institution grows in size, it becomes impossible to consider issues within a total faculty body, thus, the institution will have a number of committees of the faculty. The selection of individuals for committee appointments may be a factor influencing the recommendations of the committees. This, it is important that faculty have a voice in the selection of membership for standing and ad hoc committees. A vehicle for this purpose is a college committee for Committee Appointments. It is customary that this be an elected committee representative of divisional units of the institution. As the name implies, the primary function of this Committee is the appointment of faculty to other college committees. In addition, this Committee will analyze and recommend regarding committee organization and functions.

I have made frequent reference to the action of the general faculty and point to this as still another vehicle for faculty involvement in the decision-making process. You can anticipate regular meetings of the general faculty where there will be opportunity for a total faculty vote on committee recommendations. The time required for deliberating major issues and the size of the total faculty body preclude its effectiveness in the actual drafting and full deliberation of major issues. However, it does represent a form for the exchange of opinion and for a democratic vote where a college-wide expression is essential.

Remote from the individual campus but providing a most significant voice for faculty is the State University Faculty Senate. The Senate functions in an advisory capacity to the Chancellor of State University. The Senate directs its effort to the development of overall State University policy regarding academic and personnel matters. The Chancellor utilizes the Senate as a sounding board to gain reactions to alternatives on major policy issues. The Senate is composed of elected representatives from each of the State University campuses.

You will note that I have made frequent reference to the veto power of the president or to the fact that decisions of committees or faculty groups are handled as recommendations to the president. President Truman used to use the slogan "The buck stops here." He was referring to the fact that ultimately the president is accountable for all decisions. Every president of a State University campus recognizes there is no sidestepping of issues and that he is personally accountable for the activities and the decisions made at his institution. With this type of responsibility, I believe it proper that the president should retain the final authority for decisions. You may be assured that the president will usually support the recommendations from faculty bodies when there is a strong consensus supporting the recommendations. When there are conflicting recommendations, the president must choose from among the alternatives or veto the proposals.

I hope my comments have not over-emphasized the stress and conflict within our colleges. On the contrary, I have hoped to lay open the framework of a typical college and to show how faculty and administration work together for their common objectives. Indeed, their objectives are alike, since both desire the best educational program. You should realize that the operation is neither an autocratic bureaucracy nor is it a true democratic community. However, it does provide for the democratic process of expression and places substantial responsibility for college decisions on the members of the faculty. The success of any democratic process requires personal involvement. Participation in the decision-making process requires that faculty be willing to give the time and effort which such participation demands. A tendency for faculty apathy and the shirking of responsibility for this involvement will lead to the development of small political factions within the faculty, which in turn, can be expected to lead to either a faculty anarchy or an administrative autocracy. It takes time, it takes patience, and it takes hard work but I trust that you realize by now that nothing worthwhile comes easy.

EVALUATION BY LEADER

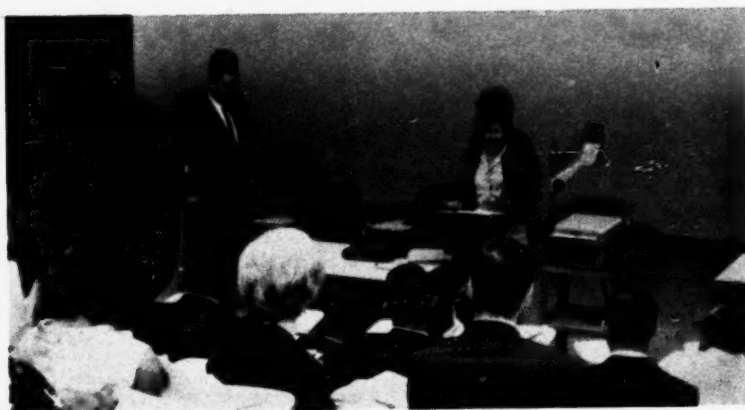
Dr. Huntington felt that his presentation was well received. He indicated that perhaps his presentation was too long; that he digressed too often or too far.

He recommended that someone else, discussing this topic, use more specific example, illustrations or cases. "I may have overstressed the conflict between faculty and administration, perhaps I should have taken a more positive approach explaining how progress is made by working together."

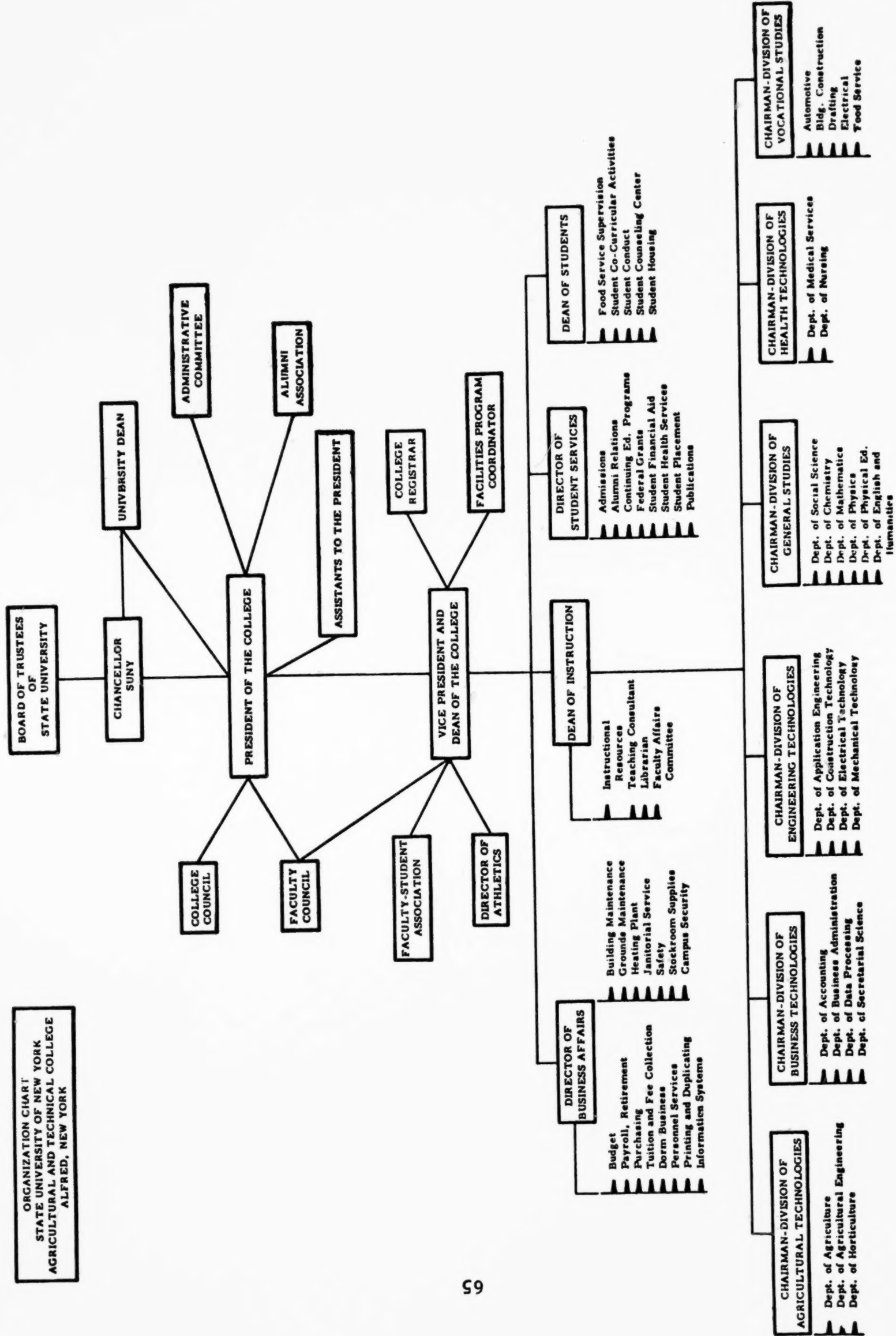
He felt that his reduction on conflict emphasis would have been more constructive and he further suggested that any presentation on this topic should be limited to 40 minutes, with more time for discussion. He could sense agreement during the presentation. Discussion following the lecture indicated that this was so.

COMMENTS BY LEADER

I recognize that there is a tendency to be polite and to accept some of my ideas because of my position. Perhaps the topic could be better handled by an experienced faculty person who can "tell it as it is."



ORGANIZATION CHART
STATE UNIVERSITY OF NEW YORK
AGRICULTURAL AND TECHNICAL COLLEGE
ALFRED, NEW YORK



GENERAL TOPIC: ORGANIZATION OF TWO-YEAR COLLEGES

SPECIFIC AREA: Faculty View of Power Structure and Decision-making

METHOD OF PRESENTATION: Informal comments

LEADER: Mr. Royal Steubing

Royal Steubing is an assistant professor of Biology at Jamestown Community College in Jamestown, New York. He has a Master's Degree from Brockport State College and has taught for the past 14 or 15 years. Prior to teaching at Jamestown, he taught in the high school. He serves on the Personnel Policies Committee and is chairman of the Salaries Committee at his college. He particularly likes the contact with students afforded by the community college.

CONTENT:

Mr. Steubing noted that faculty role in shaping policy and curriculum is very important. He recognized, however, that faculty don't make policy; rather they recommend policies. He told the group that the most common procedure by which this is done is the committee structure. He noted types of committees and felt that this structure is the faculty member's greatest resource. But some times the faculty must convince the administration of this also.

He declared that faculty are becoming more involved in the hiring of new people and stressed that faculty should participate in such local faculty groups as FSUNY and the AAUP. He noted, however, that the way to get things done may not always be by the committee procedure. But may involve working with someone who is experienced in communicating with the administration. Some times a bright young voice comes on the scene with new ideas and dedication sees that individual through. Mr. Steubing made several comments concerning the concept of academic freedom. He says you now enjoy in most community colleges this kind of experience. In order not to lose this, you must jump in and get involved. Mr. Steubing also discussed the Taylor Law and its primary premise that faculty should be given more equal status with administrators and trustees. The new feeling, he declared, is that a faculty member can sit across the table from an administrator or trustee and talk in even terms.

EVALUATION BY LEADER

Mr. Steubing was quite satisfied with his presentation. Some of the participants and even other leaders became involved in the discussion. It was suggested that his presentation be modified by expanding the topic of community involvement and by looking at involvement from one campus to another in slightly different ways. He felt that a little more time

could have been given to the whole area. He would add to his content more discussion on the topic of academic freedom.

COMMENTS BY LEADER

"I was pleased to be a part. I hope I imparted a little enthusiasm and I did feel that a few questions were answered. This was useful even for the leaders."



GENERAL TOPIC: ORGANIZATION OF TWO-YEAR COLLEGES

SPECIFIC AREA: Wrap- up

LEADER: Mr. Clement Herman

CONTENT:

This group had prepared the topic so thoroughly and in such detail that I only remember trying rather desperately and briefly to give my personal conviction that administrators I have known have been sincerely anxious to consider themselves part of the faculty and have worked toward supporting the best possible instructional programs.

EVALUATION BY LEADER

In this instance, Mr. Herman felt that the total presentation was good but that there could have been more exchange among the group. One tactic he suggests is to plant provocative questions among the audience.



GENERAL TOPIC: EXPECTATION FOR FACULTY

SPECIFIC AREA: Professional Behavior

METHOD OF PRESENTATION: Lecture

LEADER: Mr. William Baker

Bill Baker is an instructor of Administrative Management at Broome Technical Community College. He holds a Master's Degree in Business Administration from the University of Scranton and is active on the scholarship committee as well as student counseling in his college. Prior to teaching in the two-year college he taught in a private business school.

CONTENT:

Mr. Baker examined the term "professional" from five vantage points. In terms of ethics, he stressed the fact that many people are termed professional and that each profession has developed a code of ethics. He spoke of the teaching profession code of ethics. In his terminology ethics relates to the independence, self-discipline and moral integrity of a professional person. The ethics of a profession as practiced by professional personnel constitutes its greatness, stature and its promise for real achievement. He stated that true professionals do not look for loopholes, but accept their duties almost as a law. A second area, in his concern with professional, was the area of competence. A true professional should be an expert in his subject area and he should be able to handle various touchy situations especially when dealing with students of varying ability. Thirdly, a professional is independent. He quoted Admiral Rickover by saying that service ceases to be professional if it has by anyway been dictated by the client or the employer. "The role of the professional man in society is to lend his special knowledge, his well-trained intellect and his dispassionate habit of analyzing problems in terms of fundamental principles." In this respect a professional is an independent entrepreneur. A professional faculty member must exercise his judgment. He should be uninfluenced except by the judgment of his colleagues. At the same time, Mr. Baker felt that a valid distinction should be made between the dictation of method and the judgment of results.* The skilled surgeon cannot let a layman tell him when or how to operate. But he should not expect to escape criticism if too many of his patients die. Professional independence requires that the professional man think for himself and refuse to be persuaded by outsiders in the performance of his duties. But this does not

*Mr. Baker quoted Admiral Rickover in this instance.

mean that he is immune from any outside responsibility. In this respect, he must have integrity; he must be trustworthy to himself, to other faculty members and be loyal to the administration and the community of his college. Secondly, he must have self-discipline. Be able to control his emotions, not hurt his colleagues, run them down or talk against his school. Ethical responsibility for the faculty member, according to Bill Baker, is not easy to achieve. And it is something that new faculty have to continually remind themselves about. A discussion took place between Mr. Baker and the participants concerning the possibilities of faculty organizations, the potential of union organization in two-year colleges and the variety of faculty associations that one might find in each college. He noted the role of professional organizations and the need for new faculty to identify themselves with this kind of a group.

EVALUATION BY LEADER

Mr. Baker felt that his presentation was received relatively well. He had two major criticisms of his performance (1) that he did not cover as much material as planned and (2) that he was not completely successful in getting questions from the participants.

He suggested that the topic itself might have been more relevant if he had used actual situations in his presentation. He recommends that anyone covering the topic of professional behavior, use a case study approach. A Code of Ethics from another professional group could be presented as a basis for discussion.

Mr. Baker would not recommend an extension of time for this topic (about 45 minutes). Individuals commented to him that they liked what he said and were appreciative of his suggestions.

COMMENTS BY LEADER

I thoroughly enjoyed hearing and communicating with people on the various levels of the organization. I thought my part was to learn and orientate myself as well as to maybe impart some thoughts of my own. Learning is a constant process and to me this was my part to participate in this process.

GENERAL TOPIC: EXPECTATION FOR FACULTY

SPECIFIC AREA: Faculty evaluation

METHOD OF PRESENTATION: Informal discussion

LEADER: Mr. Royal Steubing

CONTENT:

Mr. Steubing led the discussion of faculty evaluation by beginning with the concept of self judgment. He then moved to the judgments that peers make of an individual and followed this through with the discussion of the judgments made by department heads and other members of the administration. He indicated that most types of evaluation have as their criteria for good teaching some of the following points.

Individuals are judged in many respects on the basis of their enthusiasm for what they are doing. Secondly, they are looked at in terms of their knowledgability of subject matter. Thirdly, they are judged in reference in how they communicate with others and, as Mr. Steubing noted, the personality or way in which the individual comes across is also taken into account. A fifth means of evaluating faculty members in many institutions is to look at the contributions they make to their community.



GENERAL TOPIC: EXPECTATION FOR STUDENTS

METHOD OF PRESENTATION: Student Panel

MODERATOR: Mr. Norman Shea

CONTENT:

The student panel, four from Niagara County Community College and two from Monroe County Community College, were broadly representative of community-college students. Included were career and liberal-arts students, graduates, and currently enrolled students.

They also were representative of the student who enrolls in public community colleges. Some of the characteristics of this student panel that are also characteristic of community colleges in general were:

1. Reason for enrolling at a community college
 - a. All six stated that financial reasons were the major factor.
 - b. Most stated that parents influenced their decision.
 - c. Two were not sure of career goals and felt that a community college would be a good place to start.
2. Evaluation of instruction
 - a. Most felt that instruction was very good and met their needs.
 - b. A couple felt that they needed less "structuring" particularly in their sophomore year.
 - c. Most were critical of faculty academic advisement. Most ended up planning their own program. Most ended up identifying with a "major" professor.
3. Problems while attending community college
 - a. A major problem was studying at home because of family distractions.
 - b. The number of hours they had to work also interfered with studying.
 - c. The temporary facilities found at both colleges were detrimental to learning.

- d. Transportation was a major concern of this group.
- e. They did not sense any dichotomy between career and liberal-arts students as far as socializing was concerned.

All were first in their families to go to college. And, finally, the consensus was that community colleges are not "high schools with ash trays," but rather institutions of higher learning.

NOTE:

We would like to express our appreciation to the following students who expressed themselves so well on the panel:

Kenneth Rivers, Louise Volpe, Sandy Zacharias and Pat Quinn from Niagara County Community College and Nick LaMendoca and Tom Delucia from Monroe Community College.



SOME OBSERVATIONS

Conceptually conceived, the attempt to create a project which might lead to a model for orientation was arrived at by simply thinking about the direction which community colleges had taken and what direction they might take in the total organization of American Higher Education.

The project took a very general approach; an approach which attempted to determine the acceptance or rejection of postulates, assumptions and methodologies in community college education.

From the outset, the approach was to create a process of helping a person only in a general sense. The assumption was never made that the model would attempt to substitute for the individual, two-year college's local program of orientation.

Each community college is different and there are many problems that are native to a situation which are not applicable to the environment of all community college faculty members. Yet, there are common situations to be faced too.

Two-year college faculty are recruited from business, industry, the military, graduate schools and from the ranks of women who have spent a large part of their lives rearing children. This heterogeneous group poses problems to the emerging community college profession. The problem of bringing together, with some cohesiveness, a group of people who accept obligations to the profession and who have an awareness of what their obligations are to the two-year college and its practices, is a common problem facing all community colleges.

Each semester, community colleges lose from 38-42% of the students who register. If business lost 42% of its product there would be a vast overhaul or re-organization of the ultimate goals of the enterprise. It is safe to say that the investigation for causes of such a loss would begin with personnel practices. Community colleges need to look hard at the recruitment, orientation and evaluation of the people they employ. It is not assumed that the faculty is entirely responsible for the loss of students, but since the heart of an educational enterprise is the faculty, a share of the responsibility must lie with them.

If the interpretation of orientation used in the conceptual framework of the Project is accepted, - that of knowing the situation - it might be assumed that the faculty needs an orientation to the community college. The faculty should understand the nature of community college education, its diverse purposes, its attempts to "be all things to all people", its student mix, and other communalities. If the faculty understands the purpose of the institution, the ease of transition to the community college from the former work role should reduce the confusion of the situation and give the new faculty member insight into himself and to his place in the institution. It might also hasten the development of community college teaching as a profession, and make realistic goals for this institution possible.

PART II
Evaluation

EVALUATION

An Explanation

The purpose of evaluation is to affect decision-making about the usefulness of what one has been doing.

We wished to accomplish three major things: 1) find out what was effective and what was not effective about the model as it was operationalized at the pilot institute, 2) make judgments about the model's relevancy in terms of the objectives of the project, and 3) accumulate some data which might lead to the reinforcement, modification refocusing or non-support of the model.

In reflecting on whether or not the project accomplished what it was supposed to do, we have utilized two essentially new concepts of evaluation: process evaluation and product evaluation.¹ These types of evaluation differ according to timing and the functions of the decisions to be made.

Process evaluation functions while a project is on-going and provides immediate feedback to distinguish whether the input is working the way it was expected to work. The strategy is to monitor, on a continuous basis, the potential sources of failure in a project. These include interpersonal relationships among staff and others, understandings of purpose and agreement with the program, adequacy of resources, physical facilities, time schedule etc.²

In this respect both participants and leaders were asked to give their reactions to certain aspects of the institute while they were still in attendance during the summer. (See Participant's Immediate Critique of Institute and Leaders Evaluate their Role and the Institute).

Both participants and leaders also were questioned about the institute's physical facilities at the time of their experience.

1

These refer to the last two sections of a four-part classification system of strategies for evaluating educational change. The scheme is conceptualized by Daniel L. Stufflebeam. See Stufflebeam. "Evaluation as Enlightenment for Decision-Making". Evaluation Center, Ohio State University, January 1968, and Egon G. Guba, "Development, Diffusion and Evaluation" in Terry Eidell and Joanne Kitchel (ed.) Knowledge Production and Utilization in Educational Administration, University Council for Educational Administration, Columbus: Ohio and Center for the Advanced Study of Educational Administration, University of Oregon, 1968. pp. 37-63.

2

Stufflebeam, p. 35.

But, we could not validly gauge the outcome of the institute, in relation to our objectives, until the project had run full course. In order to judge the model's usefulness then, participants were contacted at their college two and one-half months after they had attended the institute.³

In this case, a product evaluation was conducted to determine the effectiveness of the model's particular input in response to the objectives posited by the project. (See Evaluation of the Model by the Participants). This gives information about the gross total program in retrospect.

The pre- and post-test analysis is more like traditional forms of evaluation. It has been included to suggest in what areas the institute helped shape the attitudes of new faculty toward the essential role played by the two-year college.⁴ Participants were first given a brief questionnaire at the time of their arrival for the pilot institute. The same questionnaire was repeated at the closing session, two and one-half days later.

Hopefully, the evaluations which follow are sufficiently specific and timely enough to assist those individuals who would make decisions about either initiating or improving institutional orientation programs in a two-year college. The need for orientation programs can in some way be said to be a function of the present lack of validated and highly regarded faculty preparation programs. But this is a judgment that each interested person may not have yet come to face.

3

Extensive responses were received from thirty-two of the thirty-five summer participants as of the writing of this document.

4

We are indebted to President Robert E. Lahti for permission to use this instrument. Its use at his institution is reported in Faculty Orientation by a New Community College available from William Rainey Harper College, 34 West Palatine Road, Palatine, Illinois 60067.

PARTICIPANTS' IMMEDIATE CRITIQUE OF INSTITUTE

As part of the total evaluation of the institute, we asked the participants to give some immediate impressions of the atmosphere that had been created.

Recognizing that the real effectiveness of the institute could not be known until after the participants had begun to work in their new situation, we never the less felt it appropriate to have their reaction to the situation while they were still there. The following statements were taken from individual reports made by the participants at the time of the summer institute.

Interaction and Dialogue

Almost two-thirds of the participants felt that they had sufficient opportunity to interact with other participants, but several (9) suggested that a formal reception, or get-acquainted mixer, would have been desirable for the first evening.

Leaders' Accessibility

Two-thirds of the participants felt that the leaders were accessible and receptive throughout the institute. The participants also noted that the number of leaders was helpful because they were always able to find someone to talk to. Two-thirds also replied that they felt that it was helpful to have administrators present. "Definitely," "Certainly," they commented.

"Their contribution was invaluable to the conference and they provided extra comments for discussion."

We asked the participants if our attempts to evaluate their reactions during the session interfered with their work. Thirty-two of the thirty-five participants replied NO. In fact one said,

"It may have even provided some direction."

Almost all of the participants felt that the institute was well organized.

Response to Presentations

When participants were asked if they felt the leaders were stimulating and interesting, we received a wide range of opinions.

Some comments:

"Some were interesting more so than others."

"Most were but not all."

"Yes, but they seemed to bring so much of just their own opinion."

"Most were, and all had obviously made considerable effort."

General reaction to this question was mixed. Only thirteen of the thirty-five participants were willing to say that the leaders were stimulating and interesting all of the time.

We asked the participants if they felt the leaders were well prepared. Half of the participants replied, YES and made the following representative comments.

"Most appeared to be."

"Most but not all."

"Most appeared to be well prepared. Some extremely prepared and others less prepared."

Value of Institute

When participants were asked if they were disappointed with the institute, they replied:

"No, I expected less."

"Not really, it was excellently programmed and represents obviously much intensive work."

One wondered why the orientation was geared to just vocational and technical people. Another said that it exceeded his expectations.

But those who had some reservations were very constructive in their statements. One of the most repeated criticisms was that smaller group sessions would have been more beneficial. This was expressed spontaneously by at least eight of the respondents. The need for more discussion was very apparent. One individual said that he wished there could have been more said about teachers' unions and the impact of unionization upon the professional image of an instructor.

Thirty-four of the thirty-five participants said that if they had the opportunity again, they would apply for participation and that if an institute such as this is held in the future, they would recommend it to others for their consideration.

Twenty-three of the thirty-five participants indicated that they expect to be in contact with at least one of the institute staff for future conferences.

In summary, the major criticisms that participants had were in regard to the physical facilities and the lack of opportunities for intimate exchange and discussion between leaders and participants. The participants rated the model as most effective and indicated that they were very happy that they had had this experience.

"The institute gave me a good overview of the junior college."

"At least we now have an idea of what to expect or not to expect from our situation."

"It has been considerably better than I anticipated. In the last analysis, success or failure of the project resides much more in the personalities of the participants and staff than in the model itself."

LEADERS EVALUATE THEIR ROLE AND THE INSTITUTE

During the pilot orientation institute, the leaders were requested to give an immediate response to a series of items having to do with their preparation for the institute, their estimation of whether or not they assisted new faculty in terms of the content presented and what, in general, was their reaction to the program. The statements following, summarize the results of their GENERAL EVALUATION REPORT.

There is little question that most of the leaders accepted and understood the purposes of the pilot orientation institute. (Item 1,3)

For the most part, the leaders prepared for their presentation in the institute program and attempted to think objectively about their topic. All leaders felt that what they presented was realistic. (Items 2,4,6)

Half of the leaders did not believe that time was wasted on unimportant items but six leaders weren't quite sure. (Item 11) Similarly, over half of the group denied that information presented was either too general or too specific. (Items 12,15)

Most leaders felt that their presentation was appropriate and related to others on the program but one half of the leaders indicated that they should have collaborated more with others in the group. (Items 7,8,9)

By far, the leaders felt that the participants understood the presentations. (Item 5)

A majority of the leaders were satisfied that the institute met their expectations; three were not sure and one indicated he was not satisfied. (Item 10)

All but one leader would like the institute to be repeated. (Item 13) All leaders stated that they would be willing to help plan an orientation program on their own campus. (Item 16)

Most of the leaders recognized that their experience was of major importance to their presentation. (Item 18)

A majority expressed agreement with the length of the institute but there were five who wondered if perhaps it was too long. (Items 14,17)

All leaders agreed that the kind of orientation given by the model was needed for new faculty but they were not quite sure that it was necessary for experienced faculty members. (Items 19,20)

Leader's Name _____

LEADER'S GENERAL EVALUATION REPORT

Directions: Place a check mark (✓) in the column which is most appropriate for designating your response.

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. The purpose of the institute was clear to me.	8	6	1		
2. I was prepared for my presentation.	5	8	2		
3. The Leaders accepted the purpose of the institute.	3	11	1		
4. The information I presented was realistic.	9	6			
5. The participants understood what I was presenting.		14	1		
6. I tried to think objectively about my topic.	5	9	1		
7. My presentation was compatible with the others on the same topic.	1	9	4		
8. I should have worked more with other members of the staff on the presentation.	2	4	5	3	1
9. My session was related to the other sessions.	2	7	4	1	
10. The institute met my expectations.	2	8	3	1	

LEADER'S GENERAL EVALUATION REPORT

-2-

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
11. I spent too much time on unimportant items.		1	6	7	1
12. The information I presented was too general.	1	1	2	9	2
13. Institutes like this should be repeated.	3	11	1		
14. The institute should be lengthened.	1	1	2	5	4
15. My presentation was too specific.		1	1	10	3
16. I would like to assist in planning an orientation program on my own campus.	6	8			
17. The institute was too long.		2	5	6	1
18. My experience helped me in my presentation.	12	2	1		
19. I believe we need orientations of this nature for new faculty.	11	4			
20. I believe we need orientation of this nature for experienced faculty.	6	5	3	1	

A DISCUSSION OF PHYSICAL FACILITIES

Is it true that the physical facilities at a conference affect the morale, attitudes and degree of participation among the conference attendees?

All of the participants were asked to comment concerning the physical facilities available; the rooms, the food, meeting room configurations and the availability of related resources and materials.

One of the major concerns was an evaluation of the feasibility of providing printed materials such as: community college catalogues, student handbooks, faculty handbooks as well as general two-year college literature.

Reference Material

Participant reaction was evenly divided in deciding whether or not the community college library interfered with or promoted attempts to learn during the session. Of those who felt it had helped, the main factor was the opportunity to compare the materials from one college with those of another. Faculty indicated that the library allowed them to become acquainted with publications available for a new community college instructor.

"I found it a most desirable feature in that one was able to review policies of other colleges."

"It was informative as auxiliary material."

But many participants felt that the availability of the community college library had no significant affect. This may have been due to the placement of the library materials at the lecture hall. Access to the display may have been more functional at the motel. Another consideration is timing; although the format provided time, the participants were in a different location and inaccessible to the library materials for a great part of the session.

Conference Packet

The meeting materials distributed in an institute packet were considered most helpful by a majority of the participants. The following comments are typical:

"The material in the packet clarified many of the points that were first touched upon by different speakers as well as added to what the speakers had talked about."

"The packet helped to give background to the purposes and aims of the conference and it would have been rather difficult to follow the course or direction of the institute without them."

Several participants commented on the effectiveness of the bibliography; the explanation of SUNY's involvement and praised the "bluebook," or program for the orientation institute. Many stated that they intended to circulate the packet to their colleagues. Three participants suggested that it would have been a good idea to distribute the packet by mail before the orientation session.

Summary

The several comments concerning written material and publications available at the institute led us to concur that the library located as it was had little effect, but that the conference packet was indispensable to participants understanding the direction and aims of the institute.

Housing of Participants

Almost all of the participants felt the room accommodations were satisfactory. Only one of the thirty-five participants said that a single room would have been preferred.

Meeting Rooms

The meeting room facility for the orientation institute posed a difficulty. It had been agreed, by the members of the Advisory Council, that the most appropriate location in which to hold a two-year college faculty orientation institute would be on a two-year college campus. Monroe County Community College very graciously offered its facilities for our use. Unfortunately, the college was just in the final stages of its campus building program. During the late summer period, the buildings were not completely ready for occupancy. Consequently, the oversized lecture hall given us generated many negative comments. The common feeling among those present was that the hall was too formal;

that the seating arrangements were uncomfortable, chairs hard, room too large for small groups and that the use of the lecture hall itself did not encourage the free exchange of ideas or discussion among the participants. Affirmatively, the acoustics were considered very good even though the flooring was not in yet and the regular lecture chairs were not available. The terraced arrangements of seats was favorable, visibility was excellent. The air conditioning system, functioning as it was during the prevailing heat, was appreciated.

In summary the positive features of the hall were:

1. the acoustics.
2. the air conditioning.
3. the terraced seating which allowed no obstruction of view.

The participants agreed that being in a community college atmosphere was a necessity.

Length of Session

Participants were asked to judge whether the two and one-half days was too long a period to be absent from normal duties in order to attend the orientation. An overwhelming majority of the participants said no. Three of the participants, however, felt that two days would have been sufficient. Another said, "Three days is not a long time, especially for what we have accomplished."

When asked if the two and one-half day session was inadequate for such a purpose, the participants agreed, for the most part, that two and one-half to three days was a sufficient time in which to absorb the basic material. Almost all felt that they had been given enough time in which to pursue activities of their own choosing. Only one of the thirty-five participants felt there was too much free time.

Evening Session

The concern for scheduling an evening session was relieved by two-thirds of the participants agreeing that it was a good way to vary the program.

"I felt that the evening was a good idea as it gave us a morning for conducting personal activities."

"The evening meeting encouraged further discussion at the motel that night which might not otherwise have occurred."

Another said:

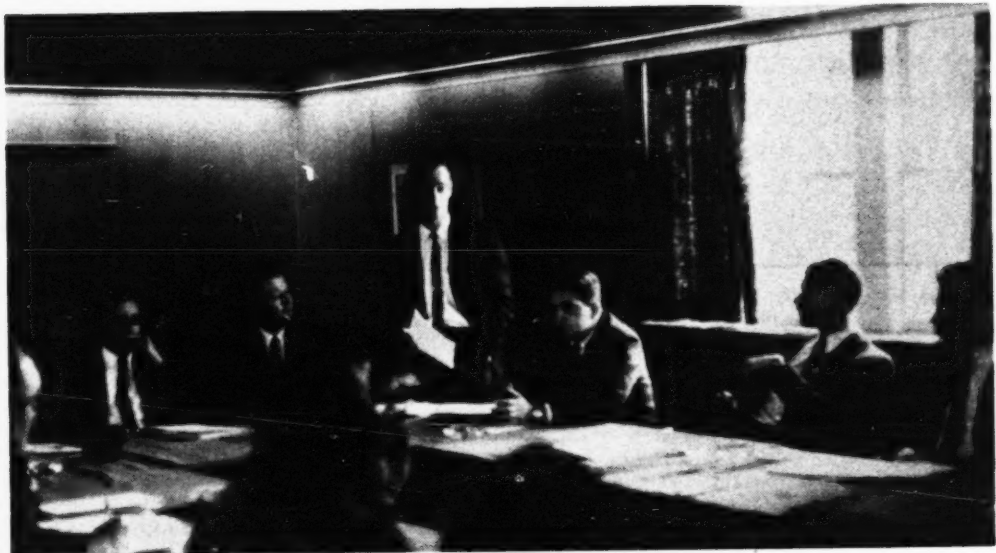
"It was a good way to get a day's work in and still have free time."

EVALUATION OF THE MODEL BY THE LEADERS

A. The Leaders

The individuals who assumed major responsibility for presenting the model's content at the orientation institute were two-year college faculty selected on the basis of their knowledge of one of the particular areas, their concern for orientation, and their ability to lead further discussion. They were joined by two junior college presidents (one from a comprehensive community college; the other from an agricultural and technical college), a community college vice-president, one university specialist in communications and new media and one two-year college counselor.

The leaders represented a wide geographical distribution of colleges as well as academic disciplines.



LEADERS FOR PILOT ORIENTATION INSTITUTE
August 19-21, 1968

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LEADERS' EVALUATION OF THE TOTAL INSTITUTE MODEL

It was important to know how the leaders' absorbed the institute's objectives. The leaders were quite candid about what they regarded as the success and limitations of the model.

WHAT IS YOUR OVERALL REACTION TO THE ORIENTATION INSTITUTE IN TERMS OF MEETING THE OBJECTIVE OF ASSISTING NEW FACULTY TO BE PREPARED FOR THEIR COMING SITUATION?

Nine of the fifteen leaders rated the orientation institute as highly successful in meeting its initial objective. Four leaders rated it as good or sufficiently adequate. Only one of the leaders was disappointed and felt that the institute did not reach its objective. One leader did not answer the question. Of those who were highly pleased with the success of the institute, the following comments are typical.

"I believe the institute was very successful in meeting its objective. The comments I had from participants seemed very encouraging. The general feeling to me was one of great interest and reception to ideas."

"Excellent!" Possibly overwhelming. It was certainly worthwhile for present participants and leaders. It should help make us all better teachers. Participants became more relaxed and eager to discuss common problems informally."

"I believe there is every reason to feel that the project has satisfied the objective of orienting new faculty to the nature, purpose and philosophy of the two-year college. The information is going to be very useful."

"It took me three years to learn what the participants picked up in three days. I believe the institute met the objectives set forth originally at the five day Critique Conferences. This experience coupled with a local orientation should get these people off to a good start. I am certain the institute helped in giving a broad picture."

The individual who was disappointed with the institute did not identify the ways in which he felt the program had fallen short of its objective. There are several critical comments from the four individuals

who gave the institute a medium rating. One individual felt that perhaps too much material had been compacted into three days. Another added to this suggesting that there was not enough time to get into specifics, but that the institute should provide a good model to be adapted at individual campuses.

One leader hoped that the institute become permanent but that student participation be broadened. He had a specific position regarding the specification of orientation for separate groups.

"I am opposed to any breakdown by academic disciplines or vocational areas. I am aware that some vocational areas feel their problems are so specialized that they need a separate type of orientation. I will not accept this. We might consider, however, separate orientation programs for the large number of new staff members in student personnel work (guidance, counseling, admissions, etc). Their needs in terms of institutional orientation are the same as those of teachers, but they have unique orientation problems of their own. The same would also be true of those in business and financial areas of community college operations."

WHAT STANDS OUT TO BE THE MOST COMMENDABLE PART OF THIS INSTITUTE AND HENCE SHOULD BE REPEATED IN OTHER ORIENTATION FORMATS?

The leaders unequivocally felt that the use of faculty as leaders was the most commendable part of the institute format:

"I think the backbone of this institute was the quality of its leaders, their knowledge, experience and diversity of backgrounds helped make it successful. In other words, a good choice of leaders is necessary for any orientation format."

Another one phrased it this way:

"This was faculty talking to faculty and a wide variety of topics were covered by well qualified persons. The cross section of experience represented by the leaders who were both teaching faculty and administrators was its greatest asset. This diversity of leadership and the fact that Dr. Martorana and individuals from the Advisory Committee and the State Education Department were present, was most gratifying."

Another item brought up by the leaders was the scope of the format. The diversity of the leadership was augmented by the extent of topic areas covered. In certain aspects the informality of groups was better than formal presentations. Several leaders also felt that the availability of literature from various two-year colleges was most helpful. It was also acknowledged that the setting for the institute and the programing of opportunity for leaders and participants to meet together informally was a commendable part for the model.

WHAT WAS MOST OBJECTIONABLE ABOUT THE ORIENTATION FORMAT?

Almost every leader commented on the repetition of lecture type presentations.

"There was too much talk by the leaders and not enough discussion. Too much formal instruction during the overall time. There was lack of discussion with leaders because of the kind of group used."

"There was too much formal presentation of expository material which could have been reduced to writing and read by participants prior to the Institute."

"There should have been less presentation of formal expository matter and more of a panel discussion."

Over half of the leaders commented on this as their major objection of the orientation format.

WHAT CHANGES WOULD YOU MAKE IN THE TOTAL PROGRAM?

There seemed to be some concern with the formal atmosphere of the lecture hall situation. In brief the major changes recommended by the leaders were these:

- 1) have fewer formal lectures.
- 2) have more small group discussion.
- 3) attempt to engender a more informal atmosphere by taking time within the program for leaders and participants to mix.

Only one of the fifteen leaders suggested that the program be extended over a four day rather than a two and one-half day period. One member suggested that participants get together without leaders and decide on questions to be presented to the leaders for clarification after each presentation with a follow-up session preceeding the next part

of the program. Several of the leaders felt that the orientation program should be held on a resident campus.

"This tends to develop more comradeship."

DID YOU LIKE THE WAY THE SESSIONS WERE SCHEDULED?

For the most part the leaders were satisfied. Only two objected to the evening session, and felt that the evening should have been reserved for informal socializing. Several leaders commented that the free time on Tuesday morning was innovative and a good idea. Two felt that starting as early as 8:15 on Monday morning was "painful." In general, however, most of them felt that the time was well scheduled and that between each session there was provision for relaxation. It was found, however, that the dinner hour was too extended preventing the group from starting on time Tuesday evening.

DID YOU HAVE ENOUGH TIME TO MIX WITH OTHER LEADERS?

DID YOU HAVE ENOUGH TIME TO MIX WITH OTHER PARTICIPANTS?

Almost all of the leaders felt that they had had enough opportunity to mix with their colleagues. There was no problem here. On the other hand, they were evenly split concerning whether or not they had time to mix with the participants. This may, in a sense, reflect their feeling that there was not enough exchange with participants either through formal presentations or in off periods.

IF YOU DID NOT HAVE ENOUGH TIME TO MIX WITH PARTICIPANTS, DO YOU HAVE ANY SUGGESTIONS AS TO HOW THIS MIGHT BE DONE?

The leaders who were concerned about this item suggested three means of facilitating leader-participant mix.

- 1) If an orientation program is held on a resident campus, or if it is held away from a campus, one might try to have faculty leaders and new faculty members room together.
- 2) Assign tables so that there is a mix of both groups at each meal.
- 3) Have a socializing period at the beginning of the conference. This social event could help get the group off to an informal start.

DO YOU THINK THIS FORMAT IS ADAPTABLE TO ANY INDIVIDUAL TWO-YEAR COLLEGE CAMPUS?

Yes, nine out of thirteen leaders responding to this question, indicated that they felt the format of the orientation institute is adaptable to a local two-year college campus but that it would have

to be modified in terms of local constraints. One of the problems of course, would be selecting the most appropriate time of the year for this institute. It should have to be some time before classes begin in September. Leaders liked the format of the institute and the diversity of material. Such diversity meant that the topics could easily be adapted to an individual campus.

Three leaders felt that the format is not basically adaptable to a local two-year college and two objected to the number of days. They felt that two days would be sufficient because some campuses would find it difficult to schedule a three day session. The same topics, however, might be covered over an extended period. Only one leader questioned the availability of local faculty to handle certain topics and felt that possibly the number of leaders needed would have to be diminished.

WHAT CHANGES, IF ANY, WOULD HAVE TO BE MADE IF YOU ADAPTED THIS FORMAT TO A LOCAL CAMPUS?

The leaders acknowledged that the local orientation would have to take into account the nature of the students entering the institution and the particular place of that institution in the State system. They felt that more attention should be given to the state perspective than to a national picture.

Again, many of them strongly recommended the use of small group sessions, a better physical setting conducive to informal meetings and a combination of some of the topics so that fewer leaders would have to be utilized. Only two of the leaders felt that the format should be extended over a longer period of time. One leader commented that it might be wise to assign an experienced faculty member to act as an advisor to incoming colleagues.

DO YOU FEEL THAT FACULTY MEMBERS ARE COMPETENT TO PLAY A MAJOR ROLE IN THE ORIENTATION OF THEIR NEW COLLEAGUES?

Fourteen of the fifteen leaders strongly defended the position that faculty are competent to lead their colleagues. Some of the comments expressed are:

"If they aren't who is? But I realize it is necessary to have all viewpoints represented, administration and faculty."

"Yes, in the area of faculty duties, I feel a faculty member is in the best position to reason out the opinions that he agrees or disagrees with. But an orientation program should have the mix we have had here. Administrators, veteran faculty, younger faculty. These three groups have three points of view and all points should be expressed."

"Faculty members are most familiar with those things that directly influence teaching. But I would add students are also competent."

Someone commented:

"Yes, who else? Unless you have played the game, how can you referee. I would limit orientation presentations to instructors with less than four years' experience. Older veteran faculty forget what it is like to be a new faculty member."

One said:

"Faculty members represent what is in fact reality at each college... right or wrong."

Most leaders felt that:

- 1) faculty members are in the business to know what to say to their colleagues.
- 2) that they can be counted on to be honest about the situation.
- 3) that they will not try to glamorize or exaggerate the picture.

On the other hand, the leaders all acknowledged that a mix of people is necessary and the mix should be both administrators and students. Only one leader felt that not all faculty are competent to do orientation.

IS THE MODEL IN YOUR OPINION APPLICABLE TO ANY ENTERING TWO-YEAR COLLEGE FACULTY MEMBER REGARDLESS OF HIS AREA?

Every leader responded to this question affirmatively. Some of the comments are explanatory:

"Definitely! The various approaches may differ but the goal is the same."

"We want to develop the ability to think and reason whether it be in a machine shop or in a course in Western Civilization."

"All new faculty members are faced with pretty much the same problems, regardless of their ideas."

"Anything that can be done to assist in their orientation will help to make them better teachers, no matter what their department."

"Yes, although this project was directed to vocational-technical faculty, the approach can be and should be valid for a much broader spectrum of faculty."

"Absolutely, the philosophy, functions, type of students and state organization should be common knowledge to all faculty members."

"Yes, I believe this model was general enough to cover all areas. I do think that perhaps it would be wise to have a session on any individual campus, however, directed solely to problems of technical people and problems of liberal arts people. But this should not form a major division."

EVALUATION OF MODEL BY PARTICIPANTS

(in retrospect)

Question:

IN WHAT WAY WAS THE PILOT ORIENTATION INSTITUTE HELPFUL TO YOU AS YOU ADJUSTED TO YOUR NEW POSITION IN A TWO-YEAR COLLEGE?

Summary:

Participants stressed the assistance provided by the orientation model for promoting their understanding of the student. Secondly, they emphasized that this particular orientation experience did aid their transition into two-year college teaching. Only three of the thirty-two respondents did not feel that the institute helped them in any immediate way.

Sample Responses:

When I reached the college, I felt I had an edge on the other new faculty. This was especially evident to me during the "week-long" orientation for all faculty, with special sessions designated for new faculty.

It enabled me to feel more confident in myself and my students. It was difficult at first to know if I was judging them fairly as well as being fair to myself.

It gave a very clear picture of the type of student I would have, my role as an instructor and faculty member.

It prepared me to a certain degree and I thus anticipated some of the problems encountered during the first few weeks. This was quite helpful as it saved me time by being organized and prepared.

It gave me a better insight into the students. Understanding the students helped me to avoid many pitfalls in getting the material across to them. I realized the difficulty that many students had in learning and studying.

Gave a broad overall pre-exposure to many of the concepts and many of the problems which I have subsequently had to explore in depth - for example, faculty-administrator relationships.

As a beginning teacher, I was quite apprehensive about starting in my new position. The orientation institute answered many questions for me which helped me in the first two months. I believe that the orientation made me much more effective at the start of teaching.

I felt fairly comfortable in adjusting to the two-year college because I was able to become familiar with the college through the orientation program before I arrived on the job. The presentations regarding the student, faculty and institution served to decrease anxieties about teaching at a college.

Although much of the history, structure and philosophy of the college was not new to me - having come through an education program - much of the information about the students was helpful.

It made me more aware of the institution as an entity separate from public schools and universities. I realized there is much controversy associated with the growing pains of this relatively new level of educational activity.

Most helpful - duties, function, expectations and advice regarding working with students; what two-year college students are like, need to set limits, need to establish good balance-control yet good human relationships, testing suggestions and techniques, evaluative techniques, knowing about career and transfer issues meant better communication and understanding later on. Have used Clem Herman's philosophy frequently: (preserve dignity of courses).

Question:

WAS THERE ANY INFORMATION PRESENTED WHICH YOU FEEL WAS NOT REINFORCED BY YOUR EXPERIENCE ON THE JOB THESE LAST TWO MONTHS?

Summary:

Eighteen of the thirty-two participants unequivocally replied NO. Several remarked that they were continuing to see areas of concern in the two-year college that were discussed at the institute.

I found the information valid as to what we could and do experience while on the job.

The information given was well reinforced during the first two months. There was no attempt on the part of anyone participating to screen or withhold any information and in my opinion it presented a true picture.

But two points of information were brought out by several participants as not being reinforced: faculty participation and the type of student in the college.

Sample Responses:

Perhaps one thing: I was lead to believe that the decision-making process is a shared responsibility. Strictly speaking, this is true; but I find that my community college is pretty much an autocratic institution.

The extent of faculty participation and determination of policy matters on campus was not realistic in that it was over played.

I believe the presentation concerning the power structure of the community college, while interesting, was not in any way reinforced during the past two months.

This may be somewhat unique at this college, or possibly unique within my particular classes, but I encountered many more students who were above the average of the typical community college stereotype!

Some of the leaders at the institute painted a pretty dark picture of their experience with the students. I thought that they were a bit overly dramatic in portraying the problems that they had encountered.

But another said:

I have noticed students who cannot carry my specific program were admitted to the college and to the program. I am fairly certain these students will fail. The door is indeed open. Students in general do require your close attention. More than I, for instance, ever received in a college setting.

Question:

DESCRIBE ANY INSIGHTS GAINED AS A RESULT OF YOUR ATTENDANCE AT THE INSTITUTE, ON THE ROLE OF THE FACULTY MEMBER.

Summary:

Participants, in responding to this question, stressed the faculty member's responsibility and obligation to reach out to the student and the need for faculty to be flexible. Five participants felt that nothing specific had been gained in this area.

Sample Responses:

The faculty member is more than a classroom instructor. At the institute it was suggested that one become involved in extra-curricular activities, advising, and faculty committees. With this suggestion in mind, I volunteered to be an advisor. I discovered the student does need someone to talk to. As was brought out, a student may pick out a person whom he feels he will be able to confide in- whether this person be his advisor, classroom instructor, or just one he feels will listen to him. The students tend to think more highly of a faculty member who is interested in their extra-curricular activity.

It was brought out at the institute that a faculty member has many more obligations than merely teaching. I became fully aware of this after my first month of work.

Due to "open door" policy perhaps it is necessary to give more assistance and individualized attention to the students.

Just to give credit when needed as well as being critical when needed. Don't hesitate in either instance.

Faculty involvement and student contact has been easier to adapt to because of the institute. There are some cases where this will vary with the philosophy of the administration. This should be emphasized at orientation.

My concept of the expected faculty-student relationship was modified greatly.

I was inclined to lay aside Tony Krzywicki's attitude that these people must be taught. He is right. Many would fail if they were not taught how to read and write, as well as, to study and learn the material. It is likely that this would not be true in all situations.

Lectures have more appeal when either personal or research application is immediate. Importance of earning respect (not demanding it). Need to stay on top of the situation (more than adequate preparation required). The orientation conference seems to have "passed over lightly" the involvement and time required in extra-curricular affairs--preparation time gets filled in for day-time hours. There is limited time for library research, for organizing material, for pre-viewing films, etc.

The need for a faculty member to be attuned to what's happening "out there" so he can relate that to the student in the total perspective of learning teaching process.

Flexibility compared to public school teaching, location in the individual school's power structure, also need for faculty member to develop friendly atmosphere with students.

I found a better understanding of the broad role of the faculty member in areas other than teaching. I was most impressed by presentations on the importance of advising and counseling.

Question:

DESCRIBE ANY INSIGHTS GAINED ON THE COLLEGE AS AN INSTITUTION.

Summary:

The largest proportion of participants emphasized the role of the college in relation to the community. Secondly, they affirmed the two-year college's unique place in the total spectrum of higher education. Thirdly, the democratizing effect of the college was acknowledged.

Sample Responses:

Information concerning the unique character of the community college was confirmed as I attended faculty, and department meetings with regards to community needs.

The college plays a unique role in the community. The two-year college moreover, has the potential for greater impact on the community.

That the college as an institution must meet the educational needs of the community which it serves.

A community college has a definite purpose to serve members of a community in a variety of ways. For some it is a last hope, a beginning into adult life, a chance for continuing of education which may have been interrupted, or a place where one can take a course, such as, woodcarving, for his own enjoyment.

I gained a better understanding of the broad role of the two-year college in community service, transfer and occupational programs, continuing education and counseling.

It's great obligation to perform a service to community, and the fact that it affords a number of students, an opportunity for higher education who might normally be unacceptable to the four-year college.

And:

The role of the two-year college in serving the community and the students was covered very well at the institute.

Two-year colleges are producing educational services to the community which might not otherwise be available to some members.

The community college is often terminal education for most of the students. Regardless, of the ability level of the student, he should have an opportunity to develop his educational potential.

That a large function of the two-year college is to provide a second chance for many students.

Question:

DESCRIBE ANY INSIGHTS GAINED ON THE TWO-YEAR COLLEGE STUDENT.

Summary:

New faculty members reported that they were most impressed by information regarding the ability, financial situation, and academic needs of two-year college students.

Sample Responses:

Good, specific, information on the socio-economic and academic backgrounds of students. This is important in warding off later disillusionment!

Drastic need for remedial programs (spelling, reading, English grammar and just plain responsibility for assignments, for attentiveness, etc.) Need to help them develop study habits. Evidence of wide range in abilities. Two-year students need for much reinforcement even to explaining meanings of quite ordinary words and terms.

The panel of students during the last institute session confirms the need for a student-teacher relationship based on understanding and consideration of the student.

Most students appear to be thankful for the existence of the school in that it provides specialized training (technology courses) either free or at a very low cost.

The reasons that bring a student to a two-year college.

Apparent that the majority are there to absorb as much material as given the opportunity too.

That the student is, generally, quite inadequately prepared to go to college.

This, I believe, is the most important aspect of the conference. It made me aware of the type of student which I would soon be facing. The reasons why he was attending a community college, and what he expected to get out of these two years of education. This would seem to be extremely pertinent information for any entering instructor.

I learned that the two-year student in general carried a heavy outside workload, has less off-campus association, and could be expected to have an extremely broad range of ability.

Two respondents brought up the question of coddling the student:

The two-year college student has to be "pampered" to some extent. It was stressed at the institute that a different approach has to be taken for a two-year student as compared to a four-year student. This, I believe, was clearly examined at the institute and was helpful to me in my approaching students.

but one participant (of the thirty- two responding) said:

I find them very different than the group that was presented to us.

Question:

DID THE INSTITUTE PROVIDE YOU WITH ANY IDEAS THAT YOU HAVE BEEN ABLE TO PUT INTO PRACTICAL USE? Describe

Summary:

Two-thirds of the participants replied that the orientation institute gave them help in their new position. Most of the ideas recorded, however, suggest that the model was more functional in establishing an attitude about their job rather than providing specific, "how to do it" assistance.

Can't think of anything specific but - the orientation institute increased my interest in and enthusiasm for teaching in a two-year college. I think I gained more respect for the two-year college student.

Not practical in the line of doing but practical in the line of attitudes toward the institution and the people on faculty and administration.

I think most of these have been rather indirect. Discussion of the use of testing modified several of my ideas and has changed some of my methods.

Some of the specific ideas given as examples by the participants reflect their new awareness of the needs of the student.

I found that many ideas of Mr. Dille on the "Philosophy of Testing" proved to be easily put into practical use and worked very well. Also, from his, Mr. Dille's discussion of Duties in a Classroom, I was able to use many ideas that were expressed.

I tend to pre-test students in preparing lecture material, and to start out at a slower pace than I might normally have.

Yes. I spend a great deal of time in the preparation of each lesson plan so that I know in advance what material is to be presented and the manner in which it is done.

I outline everything I want to do in my classes and let the students know exactly what I want from them.

Make appreciated checklist of ground rules for starting off a course of instruction (name, office location, testing, discussion of attendance, etc...) Found review of in and out-of-class duties helpful - at least now am aware of the possibilities before they arise.

A final attitude:

Preserving dignity of courses; have used as argument against encouraging transfer as build-up for post-college career and in preparation and presentation of content and material. Application and immediate relevancy - have brought in my own experiences to illustrate and establish understanding.

Question:

SPECIFICALLY, WHAT WAS OF MOST VALUE TO YOU IN THE ORIENTATION INSTITUTE?

Summary:

The material on the nature of the two-year college student as well as the pre-job opportunity to hear from students themselves was by far the most commended aspect of the orientation model.

Secondly, new faculty identified the general information or "what to expect" character of the format as most valuable.

Thirdly, participants declared that the orientation experience reinforced their decision to work in a two year college.

Sample Responses:

On the student information -

The student panel seemed to be the most valuable presentation. Having the chance to discuss with the students problems which I soon would be facing was most meaningful to me. The chance to talk with veteran educators informally was also beneficial.

Student panel-gave insightful and "feeling" view of student's attitudes toward instructor's personal interest in and concern for him, importance of fairness on part of instructor, earning student acceptance and respect, expectations of students regarding content and presentation, in fact, the whole thing pointed to the value of a human relations interaction.

I believe hearing from students themselves about the hang-ups of a community college, as well as the positive aspects. These may not have been representative of all community college students but they did give us an idea of the student's side.

I found the student panel to be most valuable as we were able to hear directly what the student felt about many issues and subjects connected with the role of a community college.

On what to expect -

The orientation institute gave me an overall picture of what to expect at the two-year college. Finding out the type of student that attends a two-year college and what to expect from him was most valuable.

Listening to speakers who have taught in these colleges for some years discuss problems, students etc. Listening to the students and their education. Becoming actively aware of the apparent division between faculty and administration - I wonder, do the students see this too. Reviewing literature provided by various two-year colleges.

I cannot speak in terms of specifics. However, the institute provided me with a better understanding of my new job.

As a novice in this profession, I was naturally apprehensive at first, but after leaving the conference, I felt more confident in myself inasmuch as I know I have an important position to do and must "nourish" the students in all aspects to the best of my ability.

The general information provided on:
 1) the community college phenomenon - with state and national perspectives
 2) the two-year college student in profile
 3) the decision-making process in the community college

On entering a new profession -

The greatest value to me was the "breaking of the ice" as I approached teaching. My questions were answered ahead of time and I was able to start teaching in a more relaxed and positive way.

Reinforced my interest in two-year college teaching and helped convince me that I had made the wisest career choice.

Bringing new faculty together for orientation is always a plus because it sets individuals at ease concerning their own image or projection. However, another positive was meeting people from other colleges which gives an insight into the problems of other institutions.

Three of the participants felt that the most valuable aspect of the orientation provided them, was "an awareness of controversy and possible solutions."

Hearing the leaders in the orientation express their opposing points of view regarding students, the instruction, teaching techniques, unions, etc. I think real issues in teaching were elicited when they spoke freely.

Both the exchange of ideas and procedures among the faculty and the exchange of thoughts between the faculty and former students.

Question:

IF YOU WERE TO ASSIST IN THE PLANNING OF AN ORIENTATION PROGRAM AT YOUR COLLEGE, WHAT CHANGES WOULD YOU MAKE IN THE MODEL?

Summary:

Participants primarily made these suggestions:

- 1) That a greater emphasis be placed on student-faculty relations (six comments)
- 2) That some of the topics be combined and participants broken into small groups (four comments)
- 3) That some of the mechanics and techniques of communication be elaborated (three comments)
- 4) That the institute model be shortened to two days (two comments)

Sample Responses:

Emphasize--for those who have taught before--that the two year college student is very different from the student they have taught in the past. Experienced teachers will not accept this statement at the time of the Project, but they will in retrospect.

I believe I would spend less time on the structure of the institution and more time on faculty and student expectations. I would break down into small groups, especially for such presentations as a student panel.

Have more student - faculty seminars to get a more better understanding of their needs and wants as well as the instructors' viewpoints to the student.

I believe the entire program was very well organized with every subject discussed being equally important to a beginning instructor. The only change I would suggest would be to add another panel discussion with the students.

More planning and coordination of individual speeches to avoid overlap and useless information.

I felt that too many of the beginning speeches were too general. More specifics and more concrete examples, ideas and suggestions could have been presented.

Combine some of the topics and break the participants into smaller groups to get more active participation. I would also have a follow up program after classes have been in progress awhile.

I would cut down on the number of leaders speaking on very closely related subjects.

Shorten time to two days. Perhaps have student panel first as well as last (thought panel was excellent). Keep motel arrangements as much useful information was exchanged by fraternizing over dinner tables.

1) Mechanics and protocol of getting resources; library, film strips, using resource center, learning how to use AV equipment, etc. requisition requirements. 2) Orientation to testing; frequency, weight, techniques, etc.

Greater concentration on the areas of teaching techniques, testing, grading; preparation of course materials.

Question:

FINALLY, DO YOU HAVE ANY SPECIFIC COMMENTS TO MAKE CONCERNING HOW OTHER TWO-YEAR COLLEGES MIGHT UTILIZE THIS MODEL?

Summary:

The most repeated comment on the part of those who evaluated the orientation experience in retrospect, was that it should be available for all new two-year college faculty. No one said NO.

Sample Responses:

It is my opinion that every member of a community college faculty should be exposed to a program like this one. I believe points would be brought out that everyone could find he might not have really thought about whether he be experienced or not.

This model or one that is modified should be used as a basis for mandatory orientation programs for new faculty upon appointment.

Other two-year colleges could use this model as a ground work for orienting new faculty on the campus.

I believe that it would be to the advantage of many two-year colleges to adapt the model or devise one similar to it.

The Buffalo presentation was better organized, material more pertinent, speakers more concerned with their topics than the orientation we attended at _____. The model was excellent. The topics were well chosen and each speaker was enthusiastic and well-informed concerning his topic.

I feel that the major part of the orientation should be given prior to the start of classes. Some of the orientation could be continued after the start of the school year as more insight is gained as to the actual problems involved.

PRE- AND POST-TEST OF PARTICIPANTS'
KNOWLEDGE OF TWO-YEAR COLLEGE

1. Prior to their experience at the orientation institute, the participants were almost evenly divided concerning their agreement or disagreement with the following statement:

A TWO-YEAR COLLEGE TEACHING POSITION IS IDENTICAL IN SCOPE AND EMPHASIS TO A TEACHING POSITION AT A SENIOR COLLEGE.

At the completion of the institute, however, all of the participants except two disagreed or strongly disagreed with this statement.

2. Prior to the orientation institute, almost all of the participants either disagreed or strongly disagreed with the statement:

THE STANDARDS OF HIGHER EDUCATION MAKE IT MANDATORY IN THE TWO-YEAR INSTITUTION THAT ALL PROGRAMS BE SECONDARY TO THE TRANSFER PROGRAM.

At the completion of the orientation program the participants continued to feel the same way about this item.

3. Prior to the orientation program, almost three-fourths of the participants either agreed or strongly agreed with the statement:

THE TWO-YEAR COLLEGE CAREER PROGRAMS ARE VITAL IN ORDER TO DISCHARGE EDUCATIONAL OBLIGATIONS.

At the completion of the orientation program the participants agreed or strongly agreed by exactly three-fourths.

4. Prior to the orientation program, 29 of the 35 participants disagreed or strongly disagreed with the statement:

THE FIRST TWO YEARS OF A TWO-YEAR COLLEGE ARE LIKE THE FIRST TWO YEARS OF ANY FOUR-YEAR COLLEGE.

At the completion of the orientation program exactly the same number were in disagreement with the statement but there was a significant shift to stronger disagreement.

5. Prior to their experience at the orientation institute, participants were almost evenly divided concerning the following statement:

IT IS UNREALISTIC AND UNSOUND EDUCATIONAL POLICY FOR THE TWO-YEAR COLLEGE TO ATTEMPT TO PROVIDE POST HIGH SCHOOL PROGRAMS FOR ALL ABILITY LEVELS.

At the completion of the orientation program more of the participants disagreed than agreed with the statement. (Almost two-thirds)

6. Prior to the orientation program, all of the participants agreed with the statement:

THE TWO-YEAR COLLEGE PROVIDES THE OPPORTUNITY FOR ACQUIRING EDUCATION BEYOND HIGH SCHOOL TO A BROADER SEGMENT OF THE POPULATION THAN OTHER TYPES OF INSTITUTIONS.

After their experience at the institute, all but one of the participants continued to either agree or strongly agree with the statement.

7. Prior to their experience at the orientation institute, the participants were evenly divided concerning their agreement or disagreement with the statement:

THE EXTENSION OF EDUCATIONAL OPPORTUNITY THROUGH PROVISION FOR REMEDIAL WORK IS A RESPONSIBILITY OF THE TWO-YEAR INSTITUTION.

After their experience at the institute, a considerably greater number of new faculty agreed with the statement.

8. Prior to their experiencing the orientation, about three-fourths of the participants agreed with the statement.

THE TWO-YEAR COLLEGE SHOULD PROVIDE REALISTIC PROGRAMS FOR A VARIETY OF SOCIAL AND ECONOMIC LEVELS.

After experiencing the orientation program, more participants shifted to stronger agreement with the statement.

9. Prior to their experience at the orientation institute, 18 participants disagreed and 11 participants strongly disagreed with the statement:

COMMUNITY SERVICE AND PARTICIPATION IS NOT AN INDIVIDUAL STAFF OBLIGATION.

After the completion of the program, the participants continued to disagree with the statement but not quite as strongly.

10. Prior to their orientation program, three-fourths of the participants disagreed with the statement:

THE TWO-YEAR COLLEGE IS NEARER SECONDARY SCHOOL THAN HIGHER EDUCATION IN OUTLOOK AND PROGRAM.

There was no difference in the response to this statement at the close of the institute.

11. Prior to the orientation institute, almost all of the participants agreed with the statement: (30 out of 34)

THE VOCATIONAL AND TECHNICAL MANPOWER NEEDS OF THE AREA IN WHICH THE COLLEGE SERVES SHOULD BE REFLECTED IN ITS PROGRAMS.

After the orientation program, there was no significant change with regard to this statement (31 out of 34 agreed).

12. Prior to their experience at the orientation institute the participants were almost equally divided in regard to this statement:

A TWO-YEAR COLLEGE IS PRIMARILY A "TEACHING INSTITUTION." THEREFORE, FACULTY RESEARCH HAS A MUCH LOWER PRIORITY THAN IN THE SENIOR COLLEGE OR UNIVERSITY.

After the orientation program all but 5 of the participants agreed with the statement.

13. Prior to the orientation institute, about three-fourths of the new faculty disagreed with the statement:

THE TWO-YEAR COLLEGE IS PRIMARILY AN EDUCATIONAL INSTITUTION AND SHOULD NOT BECOME INVOLVED IN PERSONAL SERVICES TO THE STUDENT.

After their experiencing the orientation program the participants showed a shift to stronger disagreement with the statement.

14. Prior to the orientation institute almost all the new faculty agreed with the statement:

VOCATIONAL, TECHNICAL, AND LIBERAL ARTS PROGRAMS LOCATED IN THE SAME INSTITUTION PROVIDE AN OPPORTUNITY FOR A STUDENT TO MORE READILY AND REALISTICALLY ADJUST HIS GOALS.

After the orientation program, the participants still agreed with the statement.

15. Prior to their experience at the orientation institute, 25 of 34 participants disagreed with the statement:

REMEDIAL COURSES FOR THE DEFICIENT STUDENT ARE NOT A LEGITIMATE CONCERN OF THE TWO-YEAR INSTITUTION.

After their experience at the orientation institute, the number of participants strongly disagreeing with this statement, doubled.

16. Prior to their experience at the orientation institute, over two-thirds of the participants disagreed with the statement:

WE FIND THE STANDARDS LOWERED BY THE MIX OF TRANSFER AND CAREER STUDENTS.

After the orientation program, more of the participants strongly disagreed with the statement than did before.

17. Prior to the orientation institute, all but one of the participants agreed with the statement:

STUDENT ACADEMIC COUNSELING BY INDIVIDUAL INSTRUCTORS IS BOTH POSSIBLE AND HIGHLY DESIRABLE IN THE TWO-YEAR COLLEGE.

After experiencing the orientation, the participants continued to feel the same about this statement.

18. Before their experience at the orientation institute, the participants were almost evenly divided concerning this statement:

THE TWO-YEAR COLLEGE IS AVAILABLE FOR THOSE WHO CANNOT QUALIFY AT OTHER INSTITUTIONS.

After their experience at the orientation institute, 31 of the 33 respondents agreed with the statement.

19. Prior to the orientation institute, over three-fourths of the participants agreed with the statement:

CAREER ADVISING SHOULD BE DONE BY TRAINED COUNSELORS WHO HAVE ADEQUATE PREPARATION AND TIME TO SPEND STUDYING THE CONTINUALLY CHANGING VOCATIONAL AND EDUCATIONAL WORLD.

After the orientation program, more participants agreed with the statement than did before.

20. Prior to the orientation institute, all but six of the new faculty were in agreement with the statement:

ACADEMIC ADVISING SHOULD BE DONE BY ALL FACULTY.

After the orientation program, all but five of the new faculty agreed with the statement.

21. Prior to the orientation program, 21 of the participants agreed with the statement:

THE COMPREHENSIVE TWO-YEAR COLLEGE SHOULD CONSIDER TRANSFER EDUCATION TO BE ITS MOST IMPORTANT FUNCTION.

After the orientation program, 31 participants agreed with the statement and strong disagreement changed fourfold.

22. Before experiencing the orientation institute, about three-fifths of the participants disagreed with the statement:

TRANSFER AND CAREER STUDENTS SHOULD BE SEPARATED BY COURSES.

After experiencing the orientation program, almost the same proportion of the participants disagreed with the statement.

23. Prior to the orientation institute, three-fifths of the participants disagreed with the statement:

ANYONE WITH A HIGH SCHOOL DIPLOMA IS AN ACCEPTABLE STUDENT IN A TWO-YEAR COLLEGE.

After the orientation program, about half as many disagreed with the statement.

24. Prior to their experience at the orientation institute, almost all of the participants disagreed with the statement:

FACULTY SHOULD PLAY NO ROLE IN THE DEVELOPMENT OF SCHOOL POLICY.

After the orientation program, the participants were stronger in their expression of disagreement with the statement.

PARTICIPANT'S KNOWLEDGE OF THE TWO-YEAR COLLEGE

CODE: SA - Strongly agree
 A - Agree
 ? - Not sure
 D - Disagree
 SD - Strongly disagree

	SA	A	?	D	SD
1. A two-year college teaching position is identical in scope and emphasis to a teaching position at a senior college.	3	12	1	13	5
2. The standards of higher education make it mandatory in the two-year institution that all programs be secondary to the transfer program.	0	2	7	15	10
3. The two-year college career programs are vital in order to discharge educational obligations.	9	15	2	5	2
4. The first two years of a two-year college are like the first two years of any four-year college.	1	3	1	25	4
5. It is unrealistic and unsound educational policy for the two-year college to attempt to provide post high school programs for all ability levels.	1	12	7	9	5
6. The two-year college provides the opportunity for acquiring education beyond high school to a broader segment of the population than other types of institutions.	14	20	0	0	0
7. The extension of educational opportunity through provision for remedial work is a responsibility of the two-year institution.	2	14	8	9	1
8. The two-year college should provide realistic programs for a variety of social and economic levels.	9	24	0	1	0
9. Community service and participation is not an individual staff obligation.	2	2	1	18	11
10. The two-year college is nearer secondary school than higher education in outlook and program.	0	6	5	14	9
11. The vocational and technical manpower needs of the area in which the college serves should be reflected in its programs.	11	17	2	3	0
12. A two-year college is primarily a "teaching institution". Therefore, faculty research has a much lower priority than in the senior college or university.	2	13	1	14	4

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13. The two-year college is primarily an educational institution and should not become involved in personal services to the student.
14. Vocational, technical, and liberal arts programs located in the same institution provide an opportunity for a student to more readily and realistically adjust his goals.
15. Remedial courses for the deficient student are not a legitimate concern of the two-year institution.
16. We find the standards lowered by the mix of transfer and career students.
17. Student academic counseling by individual instructors is both possible and highly desirable in the two-year college.
18. The two-year college is available for those who cannot qualify at other institutions.
19. Career advising should be done by trained counselors who have adequate preparation and time to spend studying the continually changing vocational and educational world.
20. Academic advising should be done by all faculty.
21. The comprehensive two-year college should consider transfer education to be its most important function.
22. Transfer and career students should be separated by courses.
23. Anyone with a high school diploma is an acceptable student in a two-year college.
24. Faculty should play no role in the development of school policy.

SA	A	?	D	SD
0	0	1	24	9
9	23	1	1	0
0	5	4	19	6
0	1	9	21	3
14	19	1	0	0
1	13	5	10	5
11	15	3	5	0
1	26	1	3	3
0	4	8	17	4
1	5	7	19	2
0	9	4	14	7
1	0	1	13	19

PARTICIPANT'S KNOWLEDGE OF THE TWO-YEAR COLLEGE

CODE: SA - Strongly agree
 A - Agree
 ? - Not sure
 D - Disagree
 SD - Strongly disagree

1. A two-year college teaching position is identical in scope and emphasis to a teaching position at a senior college.
2. The standards of higher education make it mandatory in the two-year institution that all programs be secondary to the transfer program.
3. The two-year college career programs are vital in order to discharge educational obligations.
4. The first two years of a two-year college are like the first two years of any four-year college.
5. It is unrealistic and unsound educational policy for the two-year college to attempt to provide post high school programs for all ability levels.
6. The two-year college provides the opportunity for acquiring education beyond high school to a broader segment of the population than other types of institutions.
7. The extension of educational opportunity through provision for remedial work is a responsibility of the two-year institution.
8. The two-year college should provide realistic programs for a variety of social and economic levels.
9. Community service and participation is not an individual staff obligation.
10. The two-year college is nearer secondary school than higher education in outlook and program.
11. The vocational and technical manpower needs of the area in which the college serves should be reflected in its programs.
12. A two-year college is primarily a "teaching institution". Therefore, faculty research has a much lower priority than in the senior college or university.

SA	A	?	D	SD
1	1	0	15	16
0	1	1	16	15
11	16	1	4	1
0	3	1	17	12
5	6	1	15	6
18	14	0	1	0
5	20	3	5	0
13	18	0	2	0
2	2	0	22	6
1	5	3	18	5
12	18	1	3	0
8	21	0	5	0

-2-

13. The two-year college is primarily an educational institution and should not become involved in personal services to the student.
14. Vocational, technical, and liberal arts programs located in the same institution provide an opportunity for a student to more readily and realistically adjust his goals.
15. Remedial courses for the deficient student are not a legitimate concern of the two-year institution.
16. We find the standards lowered by the mix of transfer and career students.
17. Student academic counseling by individual instructors is both possible and highly desirable in the two-year college.
18. The two-year college is available for those who cannot qualify at other institutions.
19. Career advising should be done by trained counselors who have adequate preparation and time to spend studying the continually changing vocational and educational world.
20. Academic advising should be done by all faculty.
21. The comprehensive two-year college should consider transfer education to be its most important function.
22. Transfer and career students should be separated by courses.
23. Anyone with a high school diploma is an acceptable student in a two-year college.
24. Faculty should play no role in the development of school policy.

SA	A	?	D	SD
0	2	2	17	12
10	20	3	0	0
0	2	2	17	12
0	6	6	14	7
13	18	1	0	1
4	27	0	1	1
7	22	2	2	0
5	23	1	3	2
0	0	3	15	16
3	8	4	14	4
2	15	4	9	3
1	1	0	9	22

PART III

Summary

RECOMMENDATIONS

The response to the pilot orientation institute generally confirms the content of the model, the manner in which the content was developed, and the utilization of experienced faculty as orientation leaders. There is ample evidence that participants were accurately informed about their role as faculty, the nature of the college as an institution and especially, the kind of student they would be teaching. No one objected strenuously to either the length of the program or the timing in late summer. If, in any case, other institutions do modify this model, that question would be answered in terms of the college's demands on faculty time.

Certainly we have learned from the summer's experience that changes in the prototype are necessary. The recommendations which follow, are suggested as modifications for the model.

1. More care should be given to the selection of orientation leaders. It is imperative to select leaders who are more than "nice guys" or affable colleagues. We would recommend that anyone responsible for setting up an orientation program look for individuals who are a) willing to incite challenge about their experiences, b) who are used to involving the real world in their classroom, and c) who are anxious to change in order to communicate. Unfortunately, the project confirmed the notion that when you allow each person to "do his own thing", he ends up doing it the way he has always done it.
2. Planning sessions for leaders need to be more structured. In planning the sessions, new methods might be used to draw out potential leaders and cause them to diversify their presentation techniques. If it is necessary to structure the flow of one presentation to another, then it becomes imperative that dynamic individuals who are "on top" of the situation appear before the group. We had emphasized the content of the model and not the manner in which content was to be presented.
3. Opportunity for small group exchange and discussion should be programmed into the format. If there is a repetition of lectures, participants do not feel free to question the leaders.

4. Administrators should be utilized in the planning process as well as in the actual orientation program. We are not suggesting that the role of the veteran and/or experienced faculty member be diminished. But there are areas, within the content, which administrators seem more able to handle.
5. Students can be an effective element in the program. We would suggest that they be brought earlier into the total model. As it was, the student panel reinforced much of what the leaders had to say.
6. The physical environment for an orientation session does need to be considered seriously. If possible, a place off campus or a location in which new faculty have a period to settle in, is most satisfactory. The summer institute demonstrated that informal contact between new and a select number of experienced faculty is extremely worthwhile.

REFLECTIONS ON ORIENTATION

The credibility of the Professional Development Model is reinforced by the response of the participants at the summer institute. The behavioral objectives of this project did become real for a goodly number of new faculty having the orientation experience.

I feel that the institute played a significant part in my adjusting to the two-year college. It prepared me in many areas to be more effective and more understanding as a teacher, as an advisor, and as a person.

Being both a student and an employee of a community college before attending the conference, I felt that most of the information to be discussed would be nothing new to me. I must now admit that I was totally in error. I acquired insight into the college primarily because of the institute.

When certain situations did arise they didn't bother me as much as they might have because I would never have expected them otherwise.

The project essentially fabricated a solution to the unpreparedness of many new two-year college personnel who come from diverse occupational backgrounds, often without teaching experience of any kind. The fact that many do have college teaching experience (particularly in the New York City area) is still unsettling. All colleges are not like the two-year institution.

This point is ineludible. Orientation is somewhat of a crisis technique which might not be necessary if professional preparation programs were available. Because this project attempted to individuate junior college teaching, it may be a baseline for the broad occupational entry approach needed. In this sense, the orientation model is epibolically related to the development of a preparation program.

If it is true that participants become more aware of themselves as teachers and more alert about the kind of environment in which they would work, what then, did this experience mean to the leaders?

We believe they grew sensitive to their colleagues and to their own strengths and limitations. A significant, but unanticipated decision was made by the leaders at their planning session the evening before the pilot program began. The leaders decided not to interrupt each other's presentations or challenge each other's positions. This was a time, we must confess, when we would have wished to interfere with the right of the leaders to develop the presentation aspect of the model in their own way. But we didn't. Why? We deferred mainly because we wanted to examine the feasibility of allowing professionals to act out something on their own terms. Also, we were concerned that our proposed interference might be construed as a staff domination of the leaders' role. Interestingly enough, the leaders reacted so negatively to their own decision that they rescinded it within one day.

I felt frustrated; the muzzle rule was a poor idea and although I felt neutral about it at the Sunday night meeting, in retrospect I feel that it hurt the conference.

So the leaders grew too!

Typically the process evaluating teaching effectiveness has been limited and sterile. It might be predicted that the two-year institution, committed as it is to the notion of teaching, will face this squarely. The leaders, as experienced and able people, were placed in the unusual position of being critical of their colleagues. All manner of teaching became visible. Faculty, as leaders, saw themselves more clearly than one might believe. How would they react to the statement that a majority of teachers are unenlightened, uninspired and conforming.

There is ample evidence to request that this program be repeated. But that was not the intent of this project. Rather, we have had an opportunity to judge the wisdom of a set of premises about the needs of people entering a new occupational situation.

We are hopeful that this research - based solution can be influential in guiding those who share our concern. It is always easier to recognize the requirements of a situation after its occurrence. The hindsight afforded by the press of fifteen months can be found in the RECOMMENDATIONS which preceded.

APPENDIX

1. Abstract of Phase I Proposal
2. Abstract of Phase II Proposal
3. Advisory Council Members
4. PROFESSIONAL DEVELOPMENT PROJECT -
Participation by Faculty at
Critique Conferences
5. Critique Conference Participants
and Colleges Represented
6. Leaders for Pilot Orientation Institute
7. Pilot Orientation Institute Participants
According to College
8. Background on Orientation Participants
9. Map of New York State Two-Year Colleges (1968-1969)

PHASE I

An Abstract of A PROFESSIONAL DEVELOPMENT PROJECT for Two-Year College

Vocational and Technical Faculty

September 1, 1967 - June 30, 1968

Objectives:

There is evidence that a significant number of new two year college faculty engaged in teaching in the occupational and career programs in New York State's two year colleges, are being recruited directly out of business and/or industry. While these staff members have a diversity of experience in a practical work world, they do not have a repertoire of flexibility in teaching methodology. Though they learn quickly in an on-the-job situation, there are indications that their initial teaching experience could be made much more effective if they were provided with a more professional experience. The vocational and technical faculty could also benefit from a more concise exposure to both the philosophy and uniqueness of the comprehensive community college.

We would design a professional workshop for two reasons:

1. To disseminate specific information about diverse methods of teaching to those who have had little or no previous teaching experience at the two year college level. This to include such topics as new media opportunity, an exposure to computer assisted instruction, testing and evaluation procedures, location of information clearinghouses, evaluation of new literature as well as some analysis of research findings on more familiar problems of teaching. We would, in addition, share with the participants, some of the experiences of 'veteran' two year college faculty in the area of effective teaching-communication.
2. To establish an opportunity for newly hired vocational and technical faculty to discuss the issues now facing the comprehensive community college. Roger Garrison noted in this national survey of two year college faculty, that many of them find their preconceived notions about the comprehensive community college, to be confusing as they mix with other faculty from diverse career backgrounds. The faculty mix of people not only from secondary schools, four year colleges, and graduate schools contributes to real conflict about what the comprehensive community college is and what it is expected to accomplish for the student.

cost. The model of the workshop will be shared with members of the Project Advisory Council for their comments and suggestions.

Stage III

Coordinate five regional, one-day, Model Critique Conferences to be conducted by a staff from the State University of New York at Buffalo. The regions include (1) Western New York, (2) Central New York, (3) Eastern-Hudson, (4) Southern Long Island, and (5) Metropolitan New York City. Each conference would be attended by a maximum of five participants from each public two-year college in the region. The total attendance from each Critique Conference would total approximately 35.

Stage IV

The results of the Critique Conferences would be presented to the Project Advisory Council, to enable them to recommend and advise on revising and up-dating the plans for implementation of the workshop, described in Stage V.

Stage V

From the Project Advisory Council's recommendations and the results of the model Critique Conferences, a Professional Development Workshop would probably be developed and offered in August 1968. This workshop would be evaluated and a report written and printed for general distribution to all interested colleges and university centers.

As visualized at the present time, the workshop would be of four, or five days duration and would utilize the expertise of professionals in the field of counseling, teaching methodology, testing and evaluation, two-year college philosophy, and the structure of the comprehensive community college system in New York State.

Basically, the study is designed that the participants, within the critique conferences, representing all staff levels, can establish what is best for them. The proposed workshop in which all planning is to culminate, is not perceived as either a substitute for or necessarily an addition to, any idea of advanced study for faculty in the two year college. But there remains the possibility, that the workshop model could become an important part of one's personal educational program.

Scope:

The project's prime objective then, is to promote the effectiveness of the vocational and technical faculty member who is a novice-teacher. In this respect major participants will include new faculty from business, industry, and the graduate school who are involved in occupational and career programs.

Participating colleges will also benefit in so far as those individuals who do the recruiting (ie. Deans, Division and Department Chairmen) will be able to effectively suggest what kinds of information they would wish their new staff to have and what areas of the comprehensive community college they feel should be more lucidly discussed.

Thirdly, this study should contribute to the formation of communication lines among the various two year colleges in the state and the university center so that all units might better understand their educational position in New York State.

Methods:

A recently completed feasibility study of the need for an orientation program for newly employed two-year college faculty and their recruiters, offers suggested areas to be used as the basis of this project. The project would comprise of five stages. Stages I-IV would be carried out during fiscal year 1968 and Stage V during fiscal year 1969.

Stage I

A detailed analysis of the ideas expressed by faculty and administrators in the feasibility study would be made. This analysis would be presented to the Project Advisory Council, to enable them to recommend plans for implementation of a workshop, described in Stage V, to be held during summer 1968.

Stage II

A content-model of the workshop would be prepared, based on the plans and recommendations developed during Stage I. The model would contain a delineation of the major issues to be considered and the details of the workshop, including time, length, number of participants, location and

A PROFESSIONAL DEVELOPMENT PROGRAM FOR
VOCATIONAL-TECHNICAL TWO-YEAR COLLEGE FACULTY

Phase II

July 1, 1968 - November 30, 1968

Descriptive Summary

The second and final phase of the Professional Development Project (attachment I - Abstract of Phase I) calls for the holding of a pilot orientation institute during the summer of 1968. Both the procedure and content for the pilot orientation institute is based on faculty deliberations during the five regional Critique Conferences held this past academic year. (see Conference Schedule attachment II) An orientation model approved by the Project Advisory Council will be the prototype for the orientation institute. The prototype is a direct result of the consensus of new two-year college faculty and veteran two-year college faculty working with university staff.

Objectives

For New Faculty:

1. To make more effective the initial performance of vocational and technical faculty in an on-the-job situation.

For the Institution:

2. To compliment the orientation program of those institutions which have developed them and to provide a model for those institutions who have not.
3. To try out the suggestions of faculty from the Critique Conferences in order to discover the strengths and weakness of the model.

Scope

Participants at the summer pilot orientation institute will be vocational and technical two-year college faculty about to teach in a two-year institution for the first time. Participants will be offered an opportunity to attend the institute upon the recommendation of the President of their employing institution. New faculty from any of the two-year colleges in the State of New York will be eligible. It is anticipated that the number of participants will not exceed 40 faculty members.

Methods

The model orientation institute will utilize a variety of techniques to expose new faculty to issues like the nature of two-year institutions, the student in the two-year college, the responsibilities of new faculty to a) their students, b) their college c) their colleagues. Veteran faculty and selected university staff will serve as orientation leaders.

Administration

The project staff serving under Phase I will continue with their previously described responsibilities. In addition, a number of consultants will be utilized for special topics like testing, counseling, faculty-administrator relationships, etc.

Evaluation

Perhaps the major intent of this study is the final evaluation of the product: a model orientation program. Participants will be expected to submit a personal evaluation of the effectiveness of the pilot orientation institute to the Project staff after they have been on the job for at least 6 weeks. In addition the Project staff and invited institute leaders will evaluate the session. A final document is to be prepared by November 30, 1968.

Revised
2/22/68
/lfp

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PROFESSIONAL DEVELOPMENT PROJECT - PARTICIPATION BY FACULTY

Conference Location	No. of Colleges Represented	No. of Faculty Participants
Auburn, New York	6	17
Johnstown, New York	5	15
Rochester, New York	7	17
Middletown, New York	7	17
Brooklyn, New York	<u>10</u>	<u>26</u>
TOTAL	35	92

CRITIQUE CONFERENCE PARTICIPANTS AND COLLEGES REPRESENTED

Conference I - Auburn, New York

William A. Baker	Broome Technical Community College
Carol Cashion	Jefferson Community College
Angelo Conti	Corning Community College
Steve Crane	Agricultural & Technical College at Canton
Barbara Davis	Auburn Community College
Donald Fama	Auburn Community College
John Groot	Onondaga Community College
Harry King	Agricultural & Technical College at Canton
Philip G. Klein	Onondaga Community College
Roy Kohler	Broome Technical Community College
Wellington Lee	Agricultural & Technical College at Canton
Mary Levine	Jefferson Community College
Ruppert McGrath	Onondaga Community College
Edward Michaels	Corning Community College
Renate Rewald	Auburn Community College
Edward F. Troicke	Broome Technical Community College
Robert Tyldesley	Jefferson Community College

Conference II - Johnstown, New York

Robert A. Addison	Adirondack Community College
Karl Baeurle	Agricultural & Technical College at Cobleskill
Anthony F. Belmonte	Fulton-Montgomery Community College
A. Nicholas Buttino	Adirondack Community College
Donald Cohn	Agricultural & Technical College at Cobleskill
Norman K. Dann	Agricultural & Technical College at Morrisville
Robert Dorrance	Herkimer Community College
John Guzi, Jr.	Adirondack Community College
Gerald A. Iannotti	Fulton-Montgomery Community College
Arthur Roberts	Agricultural & Technical College at Morrisville
Charles Sadowsik	Herkimer Community College
William Schurer	Agricultural & Technical College at Morrisville
Charles Webster	Herkimer Community College
Robert Wingert	Agricultural & Technical College at Cobleskill
Frank R. Zindler	Fulton-Montgomery Community College

Conference III - Rochester, New York

Paul Barone
Bruce Bayley
Jack Lee Bricker
Ralph Dille
Raymond T. Hubbard
F. Robert Kenyon
Robert Kochersberger
Miss Ruth Legg
Carl Metzloff
F. Milligan
Roy R. Pipitone
Michael Ryan
David Schwert
Fred Steensma
Royal Steubing
Ron Tocci
Miner Wildey

Erie County Technical Institute
Agricultural & Technical College at Alfred
Community College of the Finger Lakes
Agricultural & Technical College at Alfred
Genesee Community College
Niagara County Community College
Jamestown Community College
Community College of the Finger Lakes
Erie County Technical Institute
Monroe Community College
Genesee Community College
Niagara County Community College
Agricultural & Technical College at Alfred
Monroe Community College
Jamestown Community College
Monroe Community College
Niagara County Community College

Conference IV - Middletown, New York

John Ball
Walter W. Bartlett
Roslyn Benamy
John Blaney
Harold Dasnoyar
Ralph Davey
William Happ
Mary Havens
Porter Hoffman
Charles Johnson
John Kates
Ronald A. Koster
Anthony A. Krzywicki
Alma Luyanda
Terry Lee Parmenter
Ed Ruskbrook
Robert E. Tillman

Agricultural & Technical College at Delhi
Ulster County Community College
Rockland Community College
Orange County Community College
Westchester Community College
Sullivan County Community College
Dutchess Community College
Orange County Community College
Westchester Community College
Agricultural & Technical College at Delhi
Sullivan County Community College
Ulster County Community College
Dutchess Community College
Rockland Community College
Ulster County Community College
Sullivan County Community College
Dutchess Community College

Conference V - Brooklyn, New York

Robert Baker
Rosemary Bouchard
Anthony Brescia
Allen Candee
Howard Essig
Gerald Grayson
Hans Helmprecht
Clement Herman
William Herschopf
Irving Hirsh
Rochelle Hoffman
Louis Horowitz
John W. Hunt, Jr.
Pearl Laiff
Gershen Marinbach
Maureen Meenan
Ellen Pan
Stanley Plastik
Raymond Preston
Theresa Reilly
Andrea Reiter
Kate Ryan
Alfred Smeriglio
Jack Springer
Frank T. White
Stanley Zimmerman

Staten Island Community College
Queensborough Community College
Nassau Community College
Kingsborough Community College
Fashion Institute of Technology
New York City Community College
Farmingdale Agricultural and Technical College
Suffolk Community College
Nassau Community College
Bronx Community College
New York City Community College
Borough of Manhattan Community College
Farmingdale Agricultural and Technical College
Borough of Manhattan Community College
Kingsborough Community College
Bronx Community College
Farmingdale Agricultural and Technical College
Staten Island Community College
Fashion Institute of Technology
Queensborough Community College
Kingsborough Community College
Fashion Institute of Technology
Nassau Community College
New York City Community College
Queensborough Community College
Staten Island Community College

LEADERS FOR PILOT ORIENTATION INSTITUTE

Name	College	Leadership Area
William A. Baker	Broome Technical Community College	Role of Faculty Member
Roslyn Benamy	Rockland Community College	Two-Year College Student
Jearl L. Blankenship	Agricultural & Technical College at Alfred	Two-Year College Student
Allen Candee	Kingsborough Community College	Role of Faculty Member
Steve Crane	Agricultural & Technical College at Canton	College as Institution
Ralph Dille	Agricultural & Technical College at Alfred	Role of Faculty Member
Clement Herman	Suffolk Community College	College as Institution
David H. Huntington	Agricultural & Technical College at Alfred	Role of Faculty Member
Robert C. Kochersberger	Jamestown Community College	College as Institution
Anthony A. Krzywicki	Dutchess Community College	Role of Faculty Member
Alfred C. O'Connell	Genesee Community College	College as Institution
Norman Shea	Niagara County Community College	Two-Year College Student
Alfred J. Smeriglio	Nassau Community College	Two-Year College Student
Royal Steubing	Jamestown Community College	Role of Faculty Member
Robert Tillman	Dutchess Community College	Two-Year College Student
James P. Walsh	Monroe Community College	College as Institution
Leonard Zweig	SUNY at Buffalo	Communication in Classroom

PARTICIPANTS ACCORDING TO COLLEGES

<u>College</u>	<u>Participants</u>	<u>Field</u>
ALFRED	Dr. John W. Streett, Jr. Mr. Douglas Gamo	Medical Microbiology Construction Technology
CANTON	Miss Ada Blair Miss Josephine Ramsdell	Nursing Nursery Education
ADIRONDACK	Mr. Bruce King Mr. Peter Tarana Mr. Bror A. Wahlquist, Jr.	Mathematics Technical Science Engineering
BRONX	Miss Ann C. Smith	Nursing
BROOME	Mr. David Kenien	Mechanical Technology
C.C. OF FINGER LAKES	Mrs. Marcia Phillips	Secretarial Science
CORNING	Mr. John Furcha Mr. Charles Hauser	Mathematics Technical Science
DUTCHESS	Mr. Matthew P. Fitzgerald	Police Science
ERIE	Miss Francine Maley	Social Studies
FULTON-MONTGOMERY	Mr. William S. Kingman	Business, Data Processing
GENESEE	Mr. Bruce A. Lindsey Mr. Michael S. Stoll	Accounting Business Administration
HERKIMER	Miss Theresa Piaget Mr. Luzvenus O. Uriarte	Business Spanish
JEFFERSON	Miss Madelynn Battista	Secretarial Science
MONROE	Miss Karen Krauf	Secretarial Science
NASSAU	Mr. Frank Roethel	Engineering
NEW YORK CITY	Mr. Sidney Sasson	Graphic Arts
NIAGARA	Mrs. Sharon Anderson	Nursing
NORTH COUNTRY	Miss Judith Rayburn	X-ray Technology
ONONDAGA	Mr. William H. Harris	Music

PARTICIPANTS ACCORDING TO COLLEGES

<u>College</u>	<u>Participants</u>	<u>Field</u>
ORANGE	Mr. Theodore B. Johnson Mr. Irving Masonson	Mechanical Technology Police Science
QUEENSBOROUGH	Mrs. Helenmarie Kaye	Nursing
ROCKLAND	Dr. Gerlinde Sly Mr. Floyd Masten Mr. Fred Gross	Foreign Language Banking Sociology
STATEN ISLAND	Miss Joan Bergman	Nursing
SULLIVAN	Miss Dorothy Matics Mr. James Peeble	Secretarial Science Construction Technology

Table I
BACKGROUND ON ORIENTATION PARTICIPANTS

<u>Position For Which Hired</u>	
<u>Position</u>	<u>Number</u>
Accounting	1
Banking & Finance	1
Business	3
Construction Technology	2
Data Processing	1
Engineering	1
Foreign Language	2
Graphic Arts	1
Mathematics	2
Mechanical Technology	2
Medical Microbiology	1
Music	1
Nursery Education	1
Nursing	5
Police Science	2
Secretarial Science	3
Social Science	2
Technical Science	3
X-Ray Technology	<u>1</u>
TOTAL	35

Table II

<u>Highest Degree Held</u>	
<u>Degree</u>	<u>Number</u>
Less than Bachelor's	2
Bachelor's	13
Master's	18
Doctorate	2

Table III

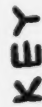
<u>Highest Degree Held and Rank Given</u>						
<u>Degree</u>		<u>Junior or Ass't. Inst.</u>	<u>Inst.</u>	<u>Ass't. Prof.</u>	<u>Assoc. Prof.</u>	<u>Prof.</u>
Less than Bachelor's	2	1	1	0	0	0
Bachelor's	13	2	6	5	0	0
Master's	18	0	10	5	2	0
Doctorate	2	0	0	2	0	0

Table IV

Teaching Field, Teaching Experience and Occupational Background

<u>Field</u>	<u>Teaching Experience</u>	<u>Most Recent Occupation</u>
Accounting	--	Graduate Student
Banking & Finance	College	College Teacher
Business Adm.	--	Graduate Student
Business Adm.	--	Student
Business	High School	High School Teacher
Construction Technology	High School	High School Teacher
Construction Technology	--	Carpenter
Data Processing	Business School	Clergyman
Engineering	University	Industry
Foreign Language	High School	High School Teacher
Foreign Language	University	University
Graphic Arts	--	Business - Advertising
Mathematics	Graduate Assistant	Industry - Supervisor
Mathematics	High School	High School Teacher
Mechanical Technology	--	Business
Mechanical Technology	--	Industry
Medical Microbiology	--	Internship
Music	Elementary School	Elementary Teacher
Nursery Education	Elementary School	Elementary Teacher
Nursing	Hospital School	Hospital Instructor
Nursing	Diploma Program	Association Director for Nursing Services
Nursing	Hospital School	Hospital Administrator
Nursing	--	Student
Nursing	College	Youth Patrol Worker
Police Science	--	Patrolman
Police Science	Training Officer	Police Inspector
Secretarial Science	--	Student
Secretarial Science	High School	High School Teacher
Secretarial Science	--	Student
Social Science	--	Social Worker
Social Science	High School	High School Teacher
Technical Science	--	Industry - Manager
Technical Science	--	Laboratory Assistant
Technical Science	High School	High School Teacher
X-Ray Technology	Hospital School	Hospital School Instructor

1968-1969



33-● COMMUNITY COLLEGES

6-O AGRICULTURAL/TECHNICAL COLLEGES

COMMUNITY COLLEGES

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(ESTABLISHED, NOT OPENED)